

**THE DISTRIBUTION AND INTERPRETATION OF THE QUALIFICATIVE
IN SESOTHO**

by

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DECLARATION

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I, **'MADIRA LEONIAH THETSO**, declare that **THE DISTRIBUTION AND INTERPRETATION OF THE QUALIFICATIVE IN SESOTHO** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

DATE

ABSTRACT

This study explores the syntax of the substantive phrase, more especially substantive phrase composed of more than one qualificative, in Sesotho. Adopting interviews, questionnaires and documents, the study seeks to investigate the syntactic sequence of qualificatives, their relation to the modified head word and influence of such ordering pattern in the phrase. Structurally, qualificatives comprise two components, namely the qualificative concord and stem. The qualificative serves to give varied information about the implicit or explicit substantive resulting in seven types of qualificatives in Sesotho, be they the Adjective, Demonstrative, Enumerative, Interrogative, Possessive, Quantifier and Relative. From the Minimalist perspective, the qualificative is recursive. The study established a maximum of five qualificatives in a single phrase. The number is generally achieved by recurrence of the Adjective, the Possessive and the Relative up to a maximum of four of the same qualificative in a single phrase. It is observed that the recurrence of the Demonstrative, Interrogative, Enumerative and Quantifier is proscribed in Sesotho. Regarding the ordering of qualificatives, it is also observed that the Demonstrative, Interrogative, Quantifier and Possessive mostly occupy the position closer to the substantive while the Adjective, Enumerative, Possessive and Quantifier mostly occur in the medial position. The Possessive and Relative occur in the outer-border position of the phrase. Such a sequence is influenced by several factors including focus, emphasis, the nature of the relationship between the head word and the dependent element, the syntactic complexity of the qualificative and the knowledge shared by both the speaker and the hearer about the qualified substantive. It can, therefore, be concluded that there are no strict rules of occurrence of the qualificatives in Sesotho.

Key Words

Qualificative, Minimalism, Recursive, Substantive, Substantive phrase, Recurrence, Adjective, Demonstrative, Enumerative, Interrogative, Possessive, Quantifier, Relative, Qualificative Concord, Qualificative Stem, Head word, Ordering pattern, focus.

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DEDICATION

I dedicate this work to my late Father, Ntate Makhoba Baptista Kapa and to my beloved Sister Tlalane Bernice Kapa, who departed when I was in the middle of this academic journey.

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LIST OF ABBREVIATIONS

Abs-Pron	-	Absolute Pronoun
Agr	-	Agreement
Adj	-	Adjective
Adv	-	Adverb
Conc	-	Concord
Conj	-	Conjunctive
Cop	-	Copulative
Dem	-	Demonstrative
Enum	-	Enumerative
Int	-	Interrogative
NP	-	Noun Phrase
OVS	-	Object Verb Subject (word order)
Pass	-	Passive
Perf	-	Perfect Tense
Poss	-	Possessive
PP	-	Prepositional Phrase
Pred	-	Predicative
Pres	-	Present Tense
Pron	-	Pronoun
Qual	-	Qualificative
Quant	-	Quantifier
Rel	-	Relative
Rel dir	-	Direct Relative
Rel ind	-	Indirect Relative
Subj	-	Subject
SVO	-	Subject Verb Object (word order)

CHAPTER 1

INTRODUCTION

1.1 Introduction

Southern Sotho, commonly known as Sesotho, is a Southern Bantu language originating from the Niger-Congo language family. In Guthrie's (1948) classification, Southern Sotho shares common salient phonetic and grammatical features with two sister languages, namely Northern-Sotho and Tswana for which reason they have a high degree of mutual understanding. Southern Sotho is spoken as a mother tongue by the majority of the citizens in the Kingdom of Lesotho and in South Africa as one of the official languages (Doke, 1954). Although the language is spoken in both countries, there are some orthographical differences between the two.

The term Sesotho, however, is also used to refer to the culture of the Basotho as in such expressions as *lijo tsa Sesotho* 'cultural food', *moaparo oa Sesotho* 'cultural attire', and *ngaka ea Sesotho* 'traditional healer'. It is also noted that Southern Sotho does not have any dialects, except for regional variations mostly influenced by contact with minority languages speakers of Sephuthi, isiNdebele and isiXhosa, spoken in some parts of the country. Sesotho primarily uses a disjunctive writing model which, according to Louwrens (1991), is the accepted writing mode for all the officially recognised Sotho languages. Although this writing system was initially critiqued by some grammarians, it has generally been accepted by Sesotho linguists probably because of its resonance with the phonological system of the Sotho languages.

Like any other Bantu languages, Sesotho has the subject (S), verb (V) and object (O) as its basic word order. As Nurse and Phillipson (2003:09) observed, 'The default order of sentence constituents is described through the use of terms such as subject, verb and object'. However, this word order is subject to change for pragmatic reasons and acceptable in Sesotho as exemplified in the following sentences:

1.

a) *Liperekisi li ratoa ke bana.*

10-peaches 8-Agr Pass-like by 2-children

'Peaches are liked by children'.

b) *Hoseng, batho ba ea mosebetsing.*

Adv-in the morning 2-people Pres-go PP-to work

‘In the morning, people go to work’.

c) *Ba feitse baithuti*

2-Agr Perf-fail 2-students

‘Students have failed’.

Although the above sentences do not conform to the basic grammatical patterning, they are acceptable in Sesotho. In sentence 1(a), the object *liperekisi* ‘peaches’ occupies the subject position and controls the subject concord /ba/, thus the OVS pattern. Sentence 1(b) has a different structure, with the Adv *hoseng* having left its syntactic position within the verb phrase and adjoined to the noun phrase. Sentence 1 (c), the NP *baithuti* ‘students’, as the subject is attached to the verb phrase. The above-noted patterns are derived by applying the transformational rules, namely Passivisation, Topicalisation and Subject Inversion, respectively. While this indicates the basic word order in Sesotho, different syntactic patterns obtain, more especially for reasons of emphasis and/or after-thought so as to enhance any particular ordering.

According to Nurse and Phillipson (2003), one of the salient features of the Bantu languages is the Subject pro-drop. Put simply, such languages are considered to be, Haegeman (1994), allowing unarticulation of the subject. The following illustrate:

2.

a) *Sechaba se khotsofetse*

7-nation 7-Agr Perf-satisfy

‘The nation is satisfied’.

b) *pro se khotsofetse*

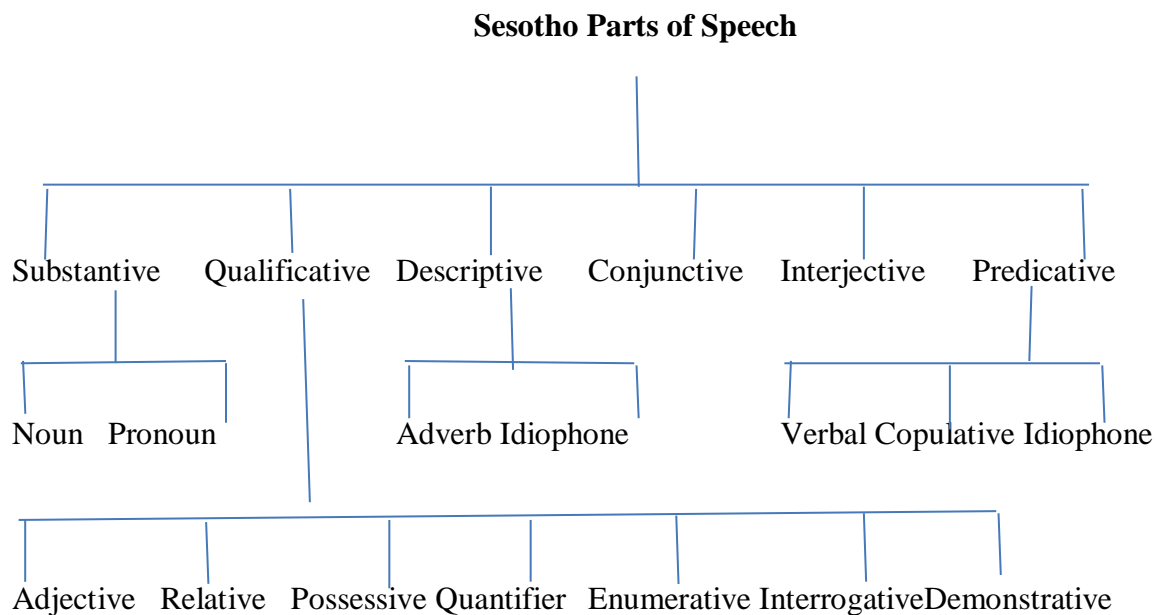
7-Agr Perf-satisfy

‘It is satisfied’.

In example 2(b) the subject is omitted but due to the presence of the agreement morpheme, the intended message is retained. This results in Bantu languages being regarded as verbless because the verb phrase alone can stand as a sentence.

Words that are combined to form sentences are grouped into six classes on the basis of their function in a sentence (Doke and Mofokeng, 1985). The six classes are the Substantive, the Qualificative, the Descriptive, the Predicative, the Conjunctive and the Interjective. Each of the classes, with the exception of the conjunctive and the interjective, has sub-parts as demonstrated in Diagram 1 below:

Diagram 1



Words are grouped together to form phrases. A phrase is a word or a group of words which has a dominant member (a head). The head element is considered important in that all other members within a phrase are dependent upon it. In minimalist terms, a head is that constituent that projects. The head, according to Croft (1996), has its sister nodes as its dependents. Croft further indicates, ‘...the dependent triggers agreement with the head’. In Sesotho, the head element of the noun phrase determines the concord inside and outside the phrase. For instance, in a phrase *bana ba batle* ‘beautiful children’, the head word is *bana* ‘children’ and the concord /ba/ agrees with it. Looking at the sentence:

3.

a) *Banna ba tsamaile.*

2-men 2-gr Perf-go

‘Men have gone’.

b) * *Banna le tsamaile*

The noun *banna* ‘men’ constitutes a noun phrase on its own and it is, therefore, the head word. It is linked to the verb phrase *ba tsamaile* to form a sentence. The head word of the noun phrase controls the agreement /ba/ although it appears outside the noun phrase. Lack of correspondence between the head word and the concord renders the sentence unacceptable as shown in 3(b). The phrases are made up of lexical categories such as Noun, Verb and Adverb which constitute the heads. The Sesotho phrases, according to Machobane (2010) are the Noun phrase, Verb phrase and Adverbial phrase.

1.2 Background to the Study

The qualificative is one of the six parts of speech which are fundamental to Bantu languages. The term qualificative is defined as a word that qualifies a substantive or modifies its reference. The qualificative, thus, is dependent upon the substantive it modifies. As the head, the substantive occupies the initial position and is followed by qualificatives (Cole, 1955; Doke and Mofokeng, 1985). The absence of the substantive or its transfer to the second position often renders a qualificative pronominal as shown in (4) below:

4.

a) *Sefate sa liapole se oele.*

7-tree Poss-of apples 7-Agr Perf-fall

‘The apple tree has fallen’.

b) *Sa liapole se oele.*

Poss-of apples 7-Agr Perf-fall

*‘Of apples has fallen’

c) *Sa liapole sefate se oele*

Poss-of apples 7-tree 7-Agr Perf-fall

*‘Of the apples tree has fallen’.

In sentence 4 (a), the phrase *sa liapole* is a qualificative and syntactically follows *sefate* ‘tree’, the substantive which it modifies. On the contrary, the similar phrase in 4 (b and c) is no longer considered a qualificative, but a qualificative pronoun resultant from the absence and/or transfer of the substantive to the second position, respectively.

The qualificative occurs primarily in a modifying position; as such, its function, as a modifier, is to downtone the information about the substantive. It consists of two components, namely the qualificative concord and qualificative stem. Machobane (2010) observes that more than one qualificative can anaphorically refer to a single substantive or antecedent in a sentence as exemplified below:

5.

a) *Marena ana ohle a Lesotho a maholo ke Bakoena.*

6-chiefs Dem-these Quant-all Poss-of Lesotho Adj-principal Cop-are Bakoena

‘All these principal chiefs of Lesotho are of the Bakoena clan’.

b) *Likoloi tsena tsohle tsa Japane tse ntle li theko e tlase.*

10-vehicles Dem-these Quant-all Poss-of Japan Adj-smart Cop-are cheap

‘All these smart Japanese vehicles are cheap’.

c) *Seeta o roetse se seng sa mahipi se setelele sane.*

7-shoe Agr- Perf-waer Adj-some Poss-fashionable Adj-high Dem-that

‘The shoe she is wearing that fashionable high-heeled one’.

d) *Bana bana bohle ba Lesotho ba bohlale ba sebelitseng ka thata ba fuoe lihlapiso*

2-children Dem-these Quant-all Poss-of Lesotho Rel-brilliant Rel-who have worked hard Pred-be granted scholarships

‘All these brilliant Basotho children who have worked hard should be granted scholarships’.

While the above sentences are grammatically acceptable, in some cases, plural qualificatives follow a single antecedent, the feature which thus yields unacceptable syntactic structures. The following is illustrative:

6.

- a) * *Lijo tse monate tsa mokete tsena tsohle li fuoe baeti.*

8-food Rel-delicious Poss-of ceremony Dem-these Quant-all Pred-be given to visitors

‘All these delicious ceremony foods should be given to visitors’.

- b) * *Batho bohle bana bafe ba Maseru ba balehileng qoso*

2-people Quant-all Dem-these Int-which Poss-of Maseru Rel-who escaped prosecution

‘Which all people of Maseru who have escaped prosecution’.

- c) * *Likoloi tsa baeti tsohle tsane tse ling li emisitsoe*

10-vehicles Poss-public Quant-all Dem-those Adj-some Pred-have been stopped

‘All some of those public vehicles have been stopped’.

In some phrasal instances, plural qualificatives do not refer to the head word (antecedent) but they refer to different antecedents within the same NP as in (7) below:

7.

- a) *Motsoali **ea bitsitsoeng** oa ngoana enoa oa sekolo se seholo sa sechaba*

1-parent Rel-summoned Poss-of a child Dem-this Poss-of the main national school

‘The summoned parent of this student of the main national school’.

- b) *Marena **a sehlooho a tikeloho** ena ea Thaba-Bosiu a ile pitsong*

6-chiefs Poss-principal Poss-of region Poss-of Thaba-Bosiu Pred-are attending pitso

‘Principal Chiefs of this region of Thaba-Bosiu are attending the pitso’.

The qualificatives that appear in the sentences above modify different antecedents within a single noun phrase. The bolded qualificatives modify the substantives *motsoali* ‘parent’ and *marena* ‘chiefs’ while the plain qualificatives modify *ngoana* ‘child’ and *tikeloho* ‘region’ which are qualificative stems. In some constructions, a qualificative immediately follows the substantive that it qualifies. On the contrary, in other cases, a qualificative modifies a substantive that is separated from it by other words in a sentence as shown below:

8.

a) *Basali ba morena ba rutehile*

2-wives Poss-of chief Pred-are educated

‘The chief’s wives are educated’.

b) *Basali ba rutehile ba morena*

2-wives Agr-2 Perf-educated Poss-of chief

‘The wives are educated of the chief’.

1.3 The Statement of the Problem

At the syntactic level, the identification and use of the qualificative pose a number of challenges, especially when more than one qualificative modifies a single substantive. Machobane (2010) observes that in cases of plural qualificatives, any order is possible. However, there are some occurrences that require some explanation in order to enhance acquisition, learning as well as teaching of the qualificative in Sesotho.

1.4 Aim of the Study

The aim of this study is to investigate the syntactic distribution of the qualificative in Sesotho and its position in relation to the substantive that it qualifies. The study further sets out to find out the determinants of the ordering of qualificatives in instances of their consecutive appearance in a phrase.

1.4.1 The Objectives of the Study are to:

- a) Identify the morphological, syntactic and semantic status of the qualificative in Sesotho.
- b) Identify the permissible ordering pattern of qualificatives in a sentence.
- c) Identify the determining factor in cases of plurality of qualificative in a sentence.
- d) Identify the syntactic relationship between qualificatives and the substantive in a sentence.

1. 4.2 Research Questions

The study is conducted to answer the following questions:

- a) What is the morphological, syntactic and semantic nature of the qualificative in Sesotho?
- b) What is the permissible order of qualificatives in a sentence?
- c) What determines the order of qualificatives in cases of consecutive appearance?
- d) How is the syntactic relationship between the qualificative and the substantive that it qualifies?

1.5 Justification

The qualificative is the most important part of speech which gives extra/more information about the substantive in order to enhance both written and spoken communication. The study, is therefore, anticipated to benefit almost all users of the language. The study thus seeks to answer questions related to the syntactic status of the qualificative that will help to avoid any ambiguity. It addresses many frequently asked questions by both Sesotho learners and teachers at different levels of education, especially at post-primary and tertiary levels. It also provides learners with knowledge to identify the qualificative in different contexts of its use. The study also explores the syntactic roles of the qualificative in relation to the substantive and other lexical items in given sentences. This would, therefore, enable language users to better comprehend usages of the qualificative, particularly in Sesotho and other Bantu languages. Observing that the determining factors influencing the ordering of qualificatives in Sesotho have seemingly attracted scant attention of scholarship, the study, therefore, seeks to contribute new knowledge about the concept of qualificative, thus, amongst others, identifying and highlighting, the theoretical aspects of the qualificative.

1.6 Theoretical Framework

The study is grounded on the Minimalist approach, the latest version of generative grammar which was pioneered by Chomsky in 1993. This approach, according to Radford (2004), cuts the levels of representations into two, namely the Logical Form and the Phonetic Form (PF). These two levels are central to syntax, thereby providing a sentence with a form and semantic interpretation which are the requirements for any adequate grammar (Hornstein, Nunes and Grohman, 2005).

As a syntactic theory, and with its focus on syntactic constructions, the Minimalist Program is appropriate for this study. The theory, amongst others, features two syntactic operations, namely Merge and Projection which analyse sentences and represent the structural relations between a sentence and its constituents. It further describes a language with infinite sentences. The approach was apparently not used in the study of Sesotho qualificatives before.

1.7 Research Methodology

The research is qualitative since it deals with verbal/textual data such as words, phrase and sentences which, according to Neuman (2011) are termed soft data. Drawing on the qualitative paradigm, the researcher gathered data by listening to and recording mother tongue speakers' casual narratives thus observing the Noun phrases comprised of more than one qualificative. From the randomly selected texts published on different dates, the researcher also examined two selected literary texts, namely *Liapole tsa Gauda* and *Mosikong oa Lerato* from which to generate data. In addition, interviews were conducted with ten randomly selected post-secondary students and ten Sesotho/African languages students from tertiary institutions. Five post-secondary Sesotho teachers and five tertiary Sesotho lecturers were also interviewed to seek their grammaticality judgements of the phrases and the reasons for the acceptability and/or unacceptability of the collected phrases.

In order to avoid any bias, mother tongue speakers, more especially those without any educational background, were also interviewed to find their intuitive or tacit knowledge or judgements about either well-formed or ill-formed expressions in focus. This is consistent with the Chomskian notion of innate knowledge on the part of mother tongue speakers of any particular language. Closely examining the data, the researcher then observed a number of emerging and permissible sequences of qualificatives, determining factors influencing such ordering of qualificatives, the maximum number of qualificatives used in each phrase as well as the ensuing syntactic relations between both the substantive and the qualificative.

1.8 The Scope of the Study

The study is divided into five chapters: Chapter 1 presents the overview of the study, introducing the background to the study; the statement of the problem; the aim; the objectives; and research

questions of the study. The chapter also presents justification for, theoretical framework, research methodology adopted in as well as the scope and organisation of the study. Chapter 2 reviews the related literature and methodology adopted in the study. Chapter 3 presents the qualitative data analysis and discussion while Chapter 4 deals with the quantitative analysis and description of the data. Chapter 5 pulls together the main findings, thus drawing conclusions and making recommendations of the study.

1.9 Conclusion

Chapter One is an introduction that provides the overview of the study. It entails the background information related to the subject of the study such as the Sesotho sentence structure and parts of speech. It also presents the statement of the problem, aim, objectives, research questions and justification for the study. The chapter further introduces the Minimalist Program as the theoretical framework that guides the findings of the study, the methods of data collection that were used and the layout of the study.

CHAPTER 2

LITERATURE REVIEW AND METHODOLOGY

2.1 Introduction

This chapter reviews the literature relevant to the study. The literature reviewed cover aspects such as the morphology, syntax and semantics of the qualificative and the order of elements of the noun phrase. It also presents the theory that is used in the study. The Minimalist theory and its fundamental aspect ‘merge’ are discussed. Merge as the syntactic operation features both projection and adjunction. The chapter further discusses methods of data collection and analysis engaged in the study.

The structure of the chapter is as follows: Section 2.2 discusses literature that is relevant to the study. Section 2.3 presents the Minimalist theory while methods that were used to collect and analyse data are discussed in section 2.4. Section 2.5 presents ethical considerations and section 2.6 is the conclusion.

2.2 Literature Review

Several studies have been conducted on the qualificative. Since the function of a qualificative is to modify the substantive, some scholars, for instance, Hyman (1979), Lusekelo (2013) and Rugemalira (2007) refer to such words or phrases as modifiers, others address them as adjectives (Flanagan, 2014). For the purposes of this study, the word qualificative is used from the perspective of Moloto (n. d.) and Poulos and Louwrens (1994) respectively.

Because of being determined by the substantive which it modifies, the qualificative is dependent on the substantive in Sesotho. In many cases, it occurs after the substantive (a noun or a pronoun) which it modifies. In some cases where the substantive is deleted, the qualificative occupies the slot of the substantive and adopts a pronominal status. This dependant nature has resulted in the qualificative being treated by some scholars as a sub-class of nouns (Lombard, Van Wyk and Mokgokong 1985) while others argue for its independent lexical status (*Lekhotla la Puo ea Sesotho*, 1981; Machobane, 2010).

In terms of word order, the qualificative is analogous to a substantive that it qualifies, and they both constitute the phrase. The structure of the noun phrase has attracted close attention of scholars such as Lesia (1998) and Van de Velde (2005) who studied the noun as a head word and individual qualificatives while Flanagan (2014), Lusekelo (2009) and Rugemalira (2007) examined the order of elements within the noun phrase within which is more than one modifier. Although there has been a heated debate on the feature of determiners and modifiers, scholars differently approached the study of the noun phrase, some of whom have divided nominal modifiers into two: determiners and modifiers. Earlier studies conducted on the noun phrase in Bantu languages Rugemalira (2007) studied morphology and semantics, with little attention to the relationship between the noun and its dependants, while at the same time attributed to the concord system.

2.2.1 Morphology, Syntax and Semantics of the Qualificative

Drawing on the global literature on linguistics in general, Bantuist scholars have studied the qualificatives from different perspectives, with the result that various observations have been made about the number and status of the qualificative. The concept of the qualificative has, therefore, been studied at the morphosyntactic, syntactic and semantic levels. One of the scholars is Cole (1955) who discussed both the structure and function of the qualificative in Tswana. According to Guthrie's (1948) classification of languages, as a Sotho-clustered group, Tswana shares most of the grammatical features with Sesotho. In his work, Cole (1955) discussed five types of qualificatives, largely focusing on structure. For him, the demonstrative is not a qualificative because of being indivisible into two major components, namely a qualificative concord and a qualificative stem. Instead, he classifies the demonstrative as a pronoun. Equally notable is the study conducted by Doke and Mofokeng (1985) who examined the four types of qualificatives such as the Adjective, the Relative, the Enumerative and the Possessive and focused on both the structure and syntax of the qualificatives. The authors also discussed the plurality of qualificatives following a single antecedent, laying special emphasis on the possessive and noting how a single qualificative can modify plural antecedents.

Similarly, Guma's (1971) study discussed six types of qualificatives in Sesotho, namely, the Adjective, Relative, Possessive, Enumerative, Quantifier and Demonstrative. Unlike Cole (1955) and Doke and Mofokeng (1985), Guma (1971) considered the demonstrative and the quantifier qualificatives, and not qualificative pronouns. His stand is also grounded on the syntactic position

and the primary function of both the demonstrative and quantifier in a sentence not only the structure. Guma's discussion of the qualificative overlooks syntactic aspects in cases where there is plurality of qualificatives.

Van der Spuy (2001) examines the adjective and relative stems, viewing them as constituting the lexical category adjective in Zulu. He opposes the view that the category adjective does not exist in Zulu as both the adjective and relative stems are nouns, verbs or prepositions. He observes that, although they differ morphologically in that the adjective stems cannot function syntactically without a prefix while the relative stems can occur without the prefix, they are syntactically identical. The two are compared with the enumerative considering their morphological and syntactic behaviour. The author further argues that unlike the adjective and relative stems which he considers two categories of the adjective, the enumerative on the basis of its syntactic behaviour, is a determiner. Although the study is not concerned with the ordering of the lexical items, it discusses both syntactic and morphological features of the adjective and enumerative, which have similar attributes to the Sesotho qualificative.

From the different variationist perspective, and with a focus on Northern Sotho, Kock (2000) observed some existing two occurrences in the adjective constructions. These include the presence of the qualificative particle that is a connection between the adjective and the antecedent and the omission of the particle that results in the attachment of the adjective to the antecedent hence morphological variation. On the premise that native speakers do not differentiate the two occurrences, Kock (2000) observes the presence of the qualificative marker as rendering an adjective a noun while its omission brings together both the antecedent and the adjective to form a compound word. That is, adjectives may occur with or without the particle and the latter occurs with a semantic change. Even though this sociolinguistic analysis is made in Northern Sotho, it informs the proposed study regarding the morphological analysis of qualificatives.

On the contrary, *the Lekhotla la Puo ea Sesotho* (1981, 1984) studied the morphology and the syntax of the qualificative. The academy observed seven types of qualificatives, for instance, the Adjective (*Sehlakisi*), the Enumerative (*Sebali*), and *Seqolli*, (which I refer to as the Interrogative), the Quantifier (*seakaretsi*), the Relative (*Sehloai*), the Possessive (*Seruisa*) and the Demonstrative (*Lesupa*). In their analysis, any word group that modifies the substantive and follows it in word

order is regarded a qualificative though it may not observe the structural pattern. The morphology of each qualificative is discussed and the unique component morphemes are presented. However, the syntactic relationship between the qualificative and the substantive is not explored.

Lesia (1998) examines the Quantifier in Sesotho. In her study of the quantifier, Lesia argues for the expansion of the list of quantifier stems. She maintains that some words which, from a semantic point of view, denote quantity should be considered quantifiers on the basis of their function and meaning. In her justification, she discusses the distribution of quantifiers as noun modifiers in subject and object positions. She further justifies the applicability of the quantifier raising due to the ability of the quantifier to separate from the NP with which it is base-generated. Although she discusses some syntactic and semantic aspects of quantifiers, the scope of her study is limited only to the quantifier as a modifying element.

Equally interesting is Machobane's (2010) study which applies the phrase structure rules to the study of Sesotho noun phrases. Like *the Lekhotla la Puo ea Sesotho* (1981, 1984), Machobane (2010) observed the substantive as being modified by different qualificatives such as the Adjective, Relative, Possessive, Demonstrative, Quantifier, Enumerative and Interrogative. Adopting the X-bar theory, she demonstrated that the qualificative is a complement and if more than one is used, any order is permissible. However, she noted certain arrangements which yield unacceptable sentences but this was beyond the scope of her work.

Another scholar Moloto (n.d.) unpacks the qualificative as presented in Tswana, studying this independent lexical category. Moloto thus argues that not all qualificatives are termed words, although they may modify certain words. While Moloto (n.d.) observed no demarcation between a qualificative clause and a substantive clause from a structural perspective, he defines a qualificative as syntactic rather than morphological due to its functional and grammatical relationship. That is, agreement aspect that relates the substantive and the modifying element is more a matter of syntax than of form. Moloto (n.d.) further opposes the view that a qualificative without a substantive is a substantive in its own right. He argues that when a qualificative is used, the concord agrees with the specific noun class not any other noun for the purpose of making meaning. Although these studies are not necessarily concerned with the ordering of elements of

the substantive phrase, they contribute to the knowledge about a relationship between the substantive and its dependants thereby serving as foundational for the present study.

2.2.2 Order of Elements of the Noun Phrase

As Lusekelo (2013) observed, there is currently a remarkable increase in the study of the noun phrase in Bantu languages. Several scholars have studied the order of elements within the noun phrase of individual Bantu languages Flanagan (2014), [Northern Sotho]; Letsholo & Matlhaku (2014), [Tswana]); (Lusekelo, 2009 and Rugemalira, 2007), [Nyakyusa].

In his study, Flanagan (2014) supported the notion of universal pattern in the ordering of adjectives. Studying the organisation and structure of the post-nominal modification in Northern Sotho, a language with the same homogeneous origin with Southern Sotho, Flanagan preferred the term adjective to qualificative. He examined noun phrases with more than one modifying adjective to determine the sequence of such categories in Northern Sotho and compared the sequence to that of English to identify the resemblance. However, apart from the ordering of adjectives, Flanagan's (2014) work was relatively focused on semantic grounds using the term adjective. That is, a particular type of qualificative which is referred to as a semantic denotation in Sesotho. For him, denotations include age, colour, nationality, size quality and shape, to mention a few.

Another scholar Hyman (1979) discussed word order in Aghem, a branch of the Western Grassfields Bantu languages. Discussing the order of modifiers, which like in Sesotho follow the nouns that they modify, Hyman (1979) found that more than one modifier can be used following one noun. In this view, there is an obligatory order in cases of successive occurrence in which a possessive pronoun takes precedence. Nevertheless, Hyman studied only four types of qualificatives, without systematically determining the order as well as the number of modifiers that refer to the same antecedent.

Letsholo and Matlhaku (2014) describe the Noun phrase in Tswana, focusing on both the modification and the ordering of the constituents within the NP. In Tswana, the noun phrase occupies the initial position and is followed by modifiers, namely Demonstrative, Possessive, Quantifier, Adjective and Relative clauses. They discussed each modifier in relation to the noun it makes reference to. The findings are relatively similar in most aspects probably because Tswana is a sister language to Sesotho. However, the restriction to the modifier-noun relation to the

exclusion of any permissible arrangement of the modifiers in cases of consecutive appearance has rendered the study somewhat problematic.

Lusekelo (2009) conducted a study on Nyakyusa, a Bantu language spoken in Malawi and Tanzania, thereby analysing the noun phrase for the ordering of lexical words and discovered a dominant order of the elements in the noun phrase of the language. In particular, Lusekelo found the possessive and demonstrative occurring closer to the head noun. Lusekelo further noted several options in the order of lexical elements within the noun phrase across Bantu languages and concluded that some Bantu languages allow certain elements to occur before the noun, the aspects which he thus termed determiners while others are considered as post-nominal modifiers. His discussion started by ordering two to four noun dependents, thus revealing the following: N + [(Poss) (Dem) (Num) (Quant) (A)] + [(Int) (Rel)].

Lusekelo (2013) stated the order of four elements across the Eastern Bantu family. Using cliticisation and constituent positioning criteria, Lusekelo observed the order of elements within the Eastern Bantu noun phrase as Noun >>Poss/Dem >>Adj/Num. The demonstrative and the possessive are regarded as determiners which cliticise to the noun and appear higher in the hierarchy of modifiers. He further suggested a new criterion to be used in order to maintain the status of both the demonstrative and the possessive as determiners in Eastern Bantu languages. Lusekelo's focus on the Eastern Bantu family of languages left a gap in the Southern Bantu family in which Sesotho is a member as the structure of the noun phrase is observed to vary across Bantu languages.

The phenomenon was taken up by Van de Velde (2005) who investigated the order of elements of the demonstrative within the Bantu language noun phrase. Comparing a number of Bantu languages, Van de Velde observed much variation in the positioning of the demonstrative in relation to the noun and its different functions. With an observable differential function between the two aspects, the study showed the demonstrative as assuming an apparently augmenting function. Van de Velde's study was confined only to the demonstrative, not other modifying elements in the noun phrase, and excluding any variation in terms of the positioning of the noun and the determiner of the noun phrase, the aspect which also problematises his study.

Rugemalira (2007) studied six Bantu languages not including any of the Sotho languages. These include Mashami, Swahili, Nyambo, Nyakyusa, Sukuma and Safwa. In the discussion, Rugemalira looked at the order of elements as in morphological properties, syntactic behaviour and semantic features of the noun phrase. The study discovered the following structure of Bantu noun phrase; [pre-determiner, Noun, Determiner, Modifier and the Interrogative]. The possessive and the demonstrative are regarded as determiners. However, the structure does not represent all Bantu languages as it lacks a structural variation of the noun phrase as observed in Bantu languages, nor do the findings of this study point to any framework which underpins such an order.

2.3 The Minimalist Program

De Vos, Fouchê, Strydom and Delport (2011) define a theory as an attempt to describe and/or predict a particular phenomenon. Their view further posits that theory must be testable. According to Neuman (2000), theory contains many concepts, their definitions as well as assumptions, and that the choice of a theory should be based on the nature of the study. A theory further specifies whether or not concepts are related and outlines their relations to each other. It further stipulates why such a relationship exists or does not exist (De vos *et al.*, 2011).

The study is grounded on the Minimalist Program (henceforth MP), the latest version of generative grammar which was initiated by Chomsky in 1995. This approach, according to Radford (2004), reduces the levels of representations to two, namely the Logical Form (LF) and the Phonetic Form (PF). These two levels are considered the most important in syntax since they provide a sentence with a form and semantic interpretation being the requirements for any adequate grammar (Hornstein, Nunes & Grohmann 2005). From the Minimalist perspective, structures are built by combining elements from the lexicon, thus eliminating the deep structure that was used in the Government and Binding. As Zwart (1997) indicates, this program dispenses with the notion of government and adopts the notion of a minimal domain for the derivation of local relations.

The Minimalist program is an appropriate syntactic theory which is used to examine complex syntactic constructions, thereby lending itself to the current study. This approach simplifies the syntactic analysis of sentences and facilitates representation of the structural relations between a sentence and its constituents. It is also capable of describing a language with infinite sentences.

While it has not been used in studying Sesotho qualificatives before, the MP features, amongst others, a syntactic operation known as merge.

2.3.1 Merge

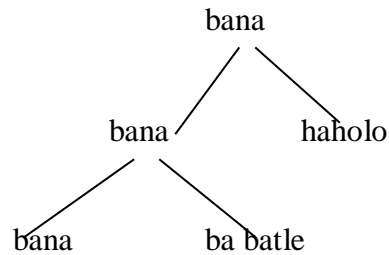
Merge is defined as an operation that forms larger syntactic units out of those already constructed (Chomsky, 1995). Since human language is capable of producing an infinite number of sentences, merge as a grammatical operation combines words into bigger units. This is done by putting together two items to form a new object with the understanding that the two items that are brought together are syntactic objects by themselves (Hornstein *et al.*, 2005). In Chomsky's (2009) opinion, the operation of this nature, which caters for the complexity of language, is necessary for language to exist because all natural languages arrange words to form complex structures - sentences.

Chomsky (2009) observes that in this operation the lexical items drawn from the lexicon project their features to the newly-formed syntactic objects. In this way, the features of the head, not the sister node, are the ones that project to the new syntactic element, which is the bottom-up construction. Projection in this operation replaces multiple phrase-structure rules and makes grammar simple and facilitates the attainment of the general linguistic goals (Kramer, Fasold & Lightfoot, 2014).

The sentence structure is generated bottom-up because merge applies only to the root. For Nunes (n.d.), merge objects to the redundancy presented in X-bar theory between the terminal nodes and the lexical items because the lexical entry of each item provides information comprised in the terminal node. Therefore, there is no need to have both the terminal node and the lexical item on the structural presentation. The merge operation is restricted only to binary branching because it deals with two constituents at the time. That is, only two elements are involved throughout. Considering the Sesotho phrase like *bana ba batle haholo* 'most beautiful children', one would observe the following:

1.

Bana merges with *ba batle* and *bana ba batle* merges with *haholo*:



In this way, only two elements are brought together through merging. As noted, the noun features the newly formed syntactic elements produced by merging the two syntactic objects. Similarly, when *bana ba batle* is combined with *haholo*, the phrasal status of the noun is not tempered with although the elements have formed a constituent. Only the head word occurs as illustrated in the two steps above. Merge, therefore, serves to satisfy the selectional features of the head word. Only two syntactic objects are combined throughout the process, hence binary branching. In binary branching, the non-terminal nodes have two daughters. As such, the two daughter constituents are termed sisters while the newly formed constituent is, therefore, the mother. This reflects the simplicity of language design (Hornstein *et al.*, 2005).

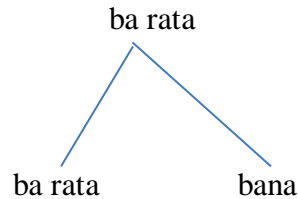
2.3.2 Projection

When two lexical items are combined through the syntactic operation merge, a new syntactic element results. The resulting object should be known, and bear some form of identity. The question is; how does it attain its identity? The new syntactic object should acquire its identity from one of the components. As Hornstein *et al.* (2005:202) point out, ‘... it’s the head that has the information that it requires a Spec or a complement or is compatible with specific kinds of modifiers...’ It is, therefore, important to look at the two merged items and determine the head as it is the one to project its features.

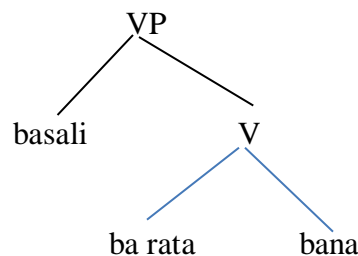
When the head word projects, the resulting object inherits the features of the head as its identity. If the projected node projects further, the intermediate level (neither minimal nor maximal) is formed; if it does not project further, the maximal projection is reached. The head is considered to project as many times as possible to satisfy its selectional features. The more often projection takes

place, a new element bearing the features of one of the constituents results. The notion could be illustrated in this example: *Basali ba rata bana* “Women love children”

2. a) *Ba rata* can merge with *bana*:



b) *Rata bana* can merge with *basali*:



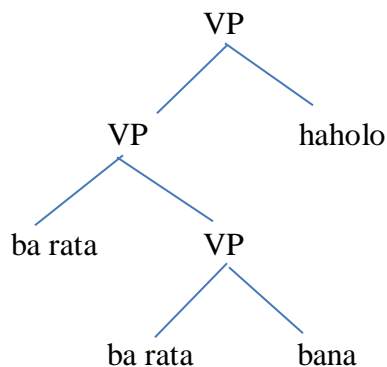
As shown in the examples in (2) above, *rata* ‘love’ as a verb, selects two nouns; the lover and the loved. It merges with the loved *bana* as in (a). One of its selectional features is satisfied but the other remains. To satisfy the remaining feature, merge applies again. This then implies that the projected node which has been a maximal projection, projects further. The intermediate projection is now formed. The new object merges with the ‘lover’ *basali* to satisfy the selectional feature. The node merged with the intermediate projection (second merge), is termed a specifier. It is noted that, in each case, the merged object forms a maximal projection, and the features of the head word project to the newly formed syntactic object.

2.3.3 Adjunction

On a different note, after merge has occurred with the syntactic item having no selectional feature left to satisfy, what occurs is adjunction. According to Hornstein *et al.*, (2005), adjunction does not change the label and bar-level of its target. It forms a constituent with the modified element, which, however, does not dominate. Since adjuncts do not satisfy any features, they are optional. That is, they are hosted within a phrase, but have no significant effect. For instance, the presence

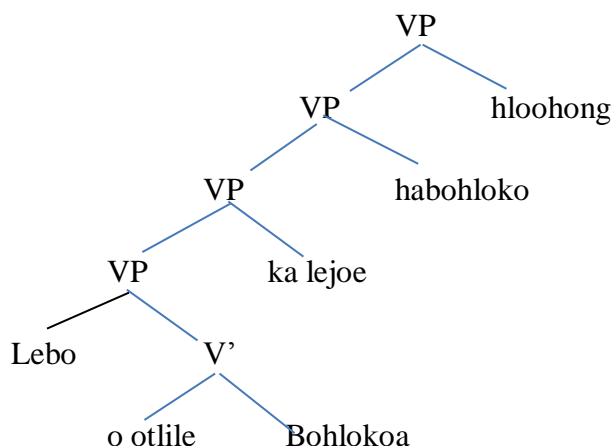
of a qualificative in a noun phrase does not change a noun phrase into an adjectival phrase. In this way, combining an adjunct with a syntactic object does not result in an object that bears the feature of any of the two merged as is the case with projection. Merging by projection, therefore, yields a new syntactic item bearing identity of one of the constituents while merging by adjunction preserves the phrasal status of its target (Nunes, n.d.). This can be illustrated as follows:

3. a)



The word *haholo* “very much”, is attached without affecting the phrasal status of the phrase *ba rata bana*. The adverb serves no grammatical function because the phrase conveys a meaning in its absence; it is, thus, optional. As such, merging the two has no significant effect. Consider the sentence; *Lebo o otlile Bohlokoa ka lejoe habohloko hloohong* ‘Lebo hit Bohlokoa hard with a stone on the head’. It can be analysed as follows:

4.



In the example (4) above, adjunction applies to nodes that do not project further (maximal). That is, adjunction cannot apply when there are remaining selectional features of the head because nothing can be annexed to adjunction. Merge happens and there is a detailed interpretation before adjunction can apply. One object is annexed to the other without affecting the phrasal status. It is also noted that there is no limit to the number of adjuncts because *ka lejoe*, ‘with a stone’, *habohloko* ‘hard’ and *hloohong* ‘on the head’ are all adjuncts.

2.4 Research Methodology

This section describes the method for data collection that was used in this study. The study is premised on the principles of both the qualitative and quantitative approaches. As Imenda and Muyangwa (2006) observe, the use of both qualitative and quantitative research approaches enhances better understanding of the problem being investigated.

The descriptive nature of the study opts for the use of the qualitative approach. Qualitative method describes situations and events in the way they appear without being directed by the researcher (Imenda and Muyangwa, 2006). These scholars further indicate that the central aspect of qualitative research is a construction of meaning and knowledge by both the researcher and the participants usually using their own words, phrases and sentences - textual verbal data. The approach is, therefore, appropriate to the present study as the study seeks to investigate the syntactic features of the qualificative in Sesotho by studying written texts (previous works on the topic and the two selected texts) which constitute desk research. The data collected were integrated for the purpose of better understanding the syntactic behaviour of qualificatives in relation to other syntactic objects within the noun phrase.

The adoption of qualitative approach enables the use of various methods of data collection, analysis and interpretation. As Imenda and Muyangwa (2006:54) indicate, ‘Qualitative research is an umbrella term used to refer to a number of approaches and techniques for collecting and interpreting research information’. Such techniques include interviews, observations and questionnaires, to mention a few. The flexibility of qualitative data, as described in De vos *et al.*, (2011), permits derivation of data from one or two cases. It is also pointed out in Neuman (2011) that the qualitative methodology allows data collection by recording what people say and by examining written documents.

For the purposes of this study, the data were collected by listening to native speakers' use of the language in different settings and studying written documents. In the former, the researcher listened to and wrote sentences with two or more qualificatives from native Sesotho speakers' casual conversations through rapid and anonymous observation. This observation, which is sociolinguistic, was first used by Labov in 1972. In this way, speakers were not aware that the researcher is noting down what they were saying. Speaking freely, speakers produced natural and spontaneous speech. Although this technique is considered to be faster, it sacrifices knowledge of the background of the speaker (Feagin, 2002). However, it worked well because a hundred and fifty (150) sentences consisting of more than one qualificative were collected in a week's time. Sentences collected through this method are representative of spoken language while those collected from the texts are representative of written language. The two are combined to strike a balance between spoken and written language. It is, therefore, observed that written language is more complex than oral language. That is, the writer tends to write very long sentences that are normally atypical of oral communication.

For the latter, sentences were identified from two texts, namely *Liapole tsa Gauda* (Manyeli, 1977) and *Mosikong oa Lerato* (Mafata, 1996). The analysis of written materials that contain information required is termed content analysis. As a tool, content analysis is premised on the qualitative approach which is appropriate for the present study as it permits the use of different methods of data collection. According to Struwig and Stead (2001:14), content analysis is defined as '...the gathering and analysis of textual content'. In their opinion, that which is written, spoken or visualised is text. The two cases, namely study of documents and listening to native speakers were purposely selected for this study as they revealed a variety of sentences that serve as rich data for the study.

2.4.1 Sampling Techniques

Sampling denotes a selection of a given number of representative subjects or participants from the defined population (Imenda & Muyangwa (2006). This principle is used to choose members of population that are to be included in the study. Used in every research, sampling should conform to the aims and assumptions of any method used in the study. It is an obligatory component of research, specifically in cases where population is too large to be studied. Population, according

to Terre Blanche, Durrheim and Painter (2006), is the larger pool from which our sample elements are drawn. For every research activity, researchers should identify or define the population for the study. In cases where the total population appears too large to be dealt with, a sub-population should be identified as representative of the intended population. The choice of units to be included in a study involves a variety of ways one of which is purposive sampling that is adopted for the purposes of this study.

Purposive sampling is a technique used due to the qualitative nature of the study. Palinkas, Horwitz and Green, Widom, Duan and Hoagwood (2015) view purposive sampling as commonly used in qualitative research. The technique features a selection of information-rich cases that relate directly to the phenomenon being studied. It is further described as a technique that allows the researcher to obtain data from only suitable candidates. Through purposive sampling, the texts were separated in terms of years of publication to cater for any changes that might be noticed as language is dynamic. Similarly, with spoken language, the researcher is able to gather sentences over a relatively prolonged period of time (De Vos *et al.*, 2011). As such, the population for this study was comprised of all native Sesotho speakers, thus constituting a very large group. Since the researcher could not reach every native Sesotho speaker, a sample was drawn. Using purposive sampling, the researcher identified and selected sentences that bear more than one qualificative and groups of individuals with knowledge on the language being studied.

The sample population was, therefore, composed of literate native speakers from different levels of education: primary, secondary and tertiary. It included 10 post-primary school students from different schools, 10 students from two different tertiary institutions, namely the Lesotho College of Education (LCE) and the National University of Lesotho (NUL). Five lecturers from each of the tertiary institutions and 10 post-primary school teachers were also included. In an attempt to avoid any biased results, the researcher included 10 native Sesotho speakers with basic education. The inclusion of such native speakers was guided by Newman and Ratlift (2001) as they point out that it helps to gather realistic data emerging from intuitive knowledge about the speakers' own language. The input from native speakers with basic education would be based only on innate knowledge of language, not educational influence. They could tell if a particular construction was well-formed or ill-formed. The participants were also granted the opportunity to state their reasons

for supporting the orderings they had provided as opposed to some other orderings of qualificatives.

Even though the sample drawn, as noted, was not representative of the population because of its qualitative nature, it gave valuable information or new aspects (Neuman, 2011). Therefore, the native speakers from different levels of education, including those with basic education were also chosen because of their knowledge and experiences. From the given sample, 150 sentences were collected and arranged on the basis of the number of qualificatives they contained, starting with the ones with two qualificatives and ending with the ones with five qualificatives to one antecedent. This categorisation is consistent with Struwig and Stead's (2001) view that classification of words of the text into considerably fewer content classes is the significant aspect of content analysis. The researcher then picked forty of the sentences, that is, ten from each category and compiled them. Adopting Flanagan's (2014) approach, questionnaires were also designed in which the compiled phrases were chopped such that the substantives were separated from the qualificative stems by dotted lines.

Starting with the noun phrases which comprise two qualificative stems, the substantives were put on the left-hand side and the qualificatives separated to the right with dotted lines between them. Slightly differing from Flanagan (2014), the concords were left to facilitate understanding. In Sesotho, one qualificative stem may appear in more than one type and an omission of concords would give a different picture. For instance, *-tala* 'green or raw' is both a relative and adjectival stem differentiated by concordial structure. Therefore, the omission of the concord would cause confusion to respondents.

The respondents were asked to re-construct sentences showing the possible orderings. That is, they were allowed to give as many options as possible depending on how people talk. This was done in order to obtain native speaker's inputs on the ordering so as to find possible alterations of the qualificatives. Respondents were also asked to justify possible or acceptable orderings of qualificatives. In cases where respondents gave no reasons for the unacceptability of some qualificative orderings in writing, the researcher elicited any such reasons from the participants. The researcher then checked how qualificatives were ordered by the respondents in comparison with the collected sentences; she then wrote them numerically thereby, engaging quantitative aspects of qualitative data. In light of the quantitative paradigm, the findings were then converted

into percentages to show how many respondents opted for each of the suggested orders. The figures were examined to describe the emerging order of qualificatives and determining factors for such qualificative orderings. The data collected were also used to find out the maximum number of qualificatives that can be used to one antecedent. During the analysis, the researcher made reference to written documents to support the findings and to reveal the syntactic relation between the qualificative and the substantive it qualifies as well as both the morphological and syntactic nature of the qualificative. The responses from the participants helped the researcher to explain the nature of the syntactic relation between the qualificative and the substantive that it qualifies.

2.5 Ethical Considerations

Like any other study involving human subjects, the study observed pertinent ethical issues. Ethical considerations refer to maintenance of balance of the search of scientific knowledge and the proper treatment of the people being involved in the research process. This means we should not only focus on attaining objective knowledge, but also on protecting the rights of the participants and respondents (subjects of the study). As Du Plooy (2009) explains, ethical considerations are applied throughout the process of data collection not only to respondents. Ethical issues should, therefore, be clearly stated as part of the proper research procedures in any scientific research. Following her application to that effect, the researcher obtained the Ethical Clearance from the Unisa Research Ethics committee. As Neuman (2011) stipulates, that respondents should not be exposed to harm, humiliation, loss of privacy and embarrassment, the researcher used the questionnaire cleared as bearing no physical or emotional harm to the respondents. The language used was not complex and could be well understood by the chosen respondents.

For the purposes of this study, there was no restriction made with regard to age and gender as they have no effect on the ordering of qualificatives. However, the researcher opted to involve the 18-38-year-olds from higher primary students, teachers and lecturers who would understand the purpose of the questionnaire. As noted earlier, to avoid biased results, the researcher engaged literate native Sesotho-speaking respondents with basic, post-primary and tertiary education. This selection was made for the purpose of having them apply their reading and writing skills to the sentences of various structural patterns with which they were presented.

Since people are considered to express themselves better in their own language, the researcher used Sesotho, when administering the questionnaires. This facilitated mutual communication and understanding between the researcher and the respondents resulting in accurate grammatical judgements. The respondents were informed that participation in and withdrawal from the study was voluntary and that their responses were only solicited for research purposes not to judge their knowledge. They were given consent forms to fill in and bring along questionnaires after a week. However, they were further notified that they would not be able to withdraw after submitting their questionnaires as they would be anonymous or pseudonymous.

The questionnaires consisting of 40 sentences were given to the respondents. The participants were allowed to take home questionnaires where they would fill them in at leisure. Considering that most respondents were students and teachers, allowing them time to answer at their spare time granted them a chance to read and understand the instructions, the researcher estimated 45 minutes for reading and writing on the part of the respondents. Respondents were also allowed to discuss the contents of the paper with others to gain more inputs.

2.6 Conclusion

This chapter has reviewed the literature, theoretical framework and the methods of analysis used in the study. The reviewed literature has shown inconsistency on the number and types of qualificatives in Sesotho. The study has observed the inconsistent numbers as stemming from the various approaches to qualificatives, be they morphological, syntactic and semantic, with some meeting the requirements while others not doing. All these probably emanated from different approaches to the study of the qualificative.

The Minimalist program as the selected framework has likewise been found to be appropriate for the study as it presents the hierarchical structure of syntactic units. This will probably enhance the understanding of the hierarchy of elements of the noun phrase. The structures are built bottom-up, thus depicting the relation between the combined elements. It is also recursive in that multiple instances can be connected to yield larger structures, the feature which renders the model appropriate for the present study in its endeavour to examine complex nominal structures.

The methodology used to collect data to enhance the examination of the elements of the noun phrase was also discussed. Recordings of casual conversations from native speakers (spoken communication) and the analysis of documentary sources (written communication) yielded rich data for this study that help to achieve unbiased results. Grammaticality judgements were solicited from the selected native speakers in order to formulate logical conclusions. The adoption of the qualitative approach enabled the researcher to adopt various methods of data collection and interpretation.

The ethical considerations were also presented. Procedures for data collection were outlined and possible measures were taken to protect the subjects of the study while also striving for attaining the objectivity of results. The respondents' consent to participate in the study was found to be significant. As Neuman (2011) indicates, they should not be exposed to any harm, both physical and emotional.

CHAPTER 3

QUALITATIVE ANALYSIS OF DATA AND DISCUSSION

3.1 Introduction

This chapter presents data collected to address the thesis statement of this study. As stated earlier, the aim of this study was to investigate the distribution and interpretation of the qualificative; its relation to the substantive as well as factors influencing the ordering of qualificatives within a sentence. The chapter presents the data gathered through the selected instruments as stated in Chapter 2.

Consistent with the quantitative and qualitative designs, as was earlier stated, the data are organised into textual and non-textual forms so as to shed light on the phenomena in focus. Data are divided into three categories, namely data from spoken and written texts because of their different complexity and alternative and restructured responses from native speakers. Through the purposive sampling technique, the questionnaire was distributed to Sesotho native speakers for grammaticality judgements and for possible alternative arrangements. Of the forty questionnaires distributed, thirty-six were returned, thus ninety per cent (90%) response rate. The data are, therefore, analysed using a descriptive method while the statistical method of analysis is dealt with in Chapter 4.

Section 3.2 presents the results of the data collected through the use of rapid and anonymous observations as a tool. In Section 3.3, sentences collected from the written texts are examined. Section 3.4 presents alternative sentences suggested by the participants, using data collected from both rapid and anonymous observations and written texts. The data from each category are presented in the order in which the questions were structured. The different aspects of the data are compared for the purpose of testing the thesis statement in relation to the theoretical framework and literature reviewed in the study. Finally, Section 3.5 entails the sub-conclusions of the study.

The concept of qualificative is a modifier, non-obligatory element and a dependent of the substantive in the noun phrase. It is defined by Poulos and Msimang (1998:140) as,

‘... those categories of words whose primary function is to qualify some or other noun: in other words [sic]; they are used to describe, modify or give more information about the noun’.

Poulos and Msimang (1998) further described the noun on the basis of age, size, character, height, possessions, actions or states. This means that qualificatives modify the substantive differently, with different types of qualificatives each giving different semantic sets of modification. It is, therefore, noted from the data that the qualificatives perform the similar modifying functions of the substantive which they follow, though giving various forms and information about the substantive. The following examples illustrate:

1.

a) *Seriti sa hae sa botichere*

7-image Poss-of his Poss-of teaching

‘His teaching image’

b) *Nako e telele ea bophelo*

9-time Adj-long Poss-of life

‘A long period of time’

c) *Mosa ona oo a o bonang*

14- kindness Dem-this Rel-which he sees

‘This kindness that he sees’.

In the given examples, possession, duration and character, amongst other descriptions, are demonstrated. It should be noted that one type of qualificative can give different semantic sets depending on the type of its stems. For instance, the adjective modifies the noun to show colour, number not exceeding five and physical features such as size, height and age in Sesotho.

It could also be noted that the qualificative adds more information about the noun or rather a substantive. However, looking at the collected sentences, not only is the substantive (noun, absolute pronoun and qualificative pronoun) modified, but it is also the adverb in the sentence. The adverb like the qualificative is a modifier. Doke and Mofokeng (1985:317) view the adverb

as ‘a word which describes a qualificative, predicative or other adverb with respect to place, time and manner’. Consider the following examples:

2.

a) *Torong eo ea hae e tšosang*

Adv-in a dream Dem-that Poss-his Rel-horrifying

‘In his horrifying dream’

b) *Tseleng ea rona ea mehla ea tšebetso*

Adv-on a way Poss-of us Poss-of daily Poss-of work

‘On our daily way of operation’

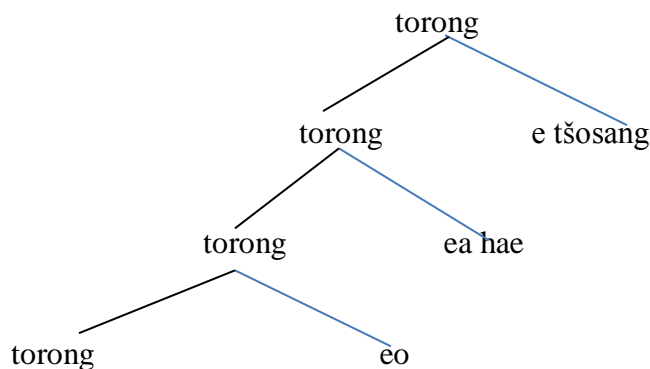
c) *Metsoalleng ena ea hao eo u mathang le eona*

Adv-to friends Dem-these Poss-of yours Rel-that you roam with

‘To these friends of yours with whom you roam’

The words *torong*, *tseleng* and *metsoalleng* are adverbs. Moloi and Thetso (2014) consider adverbs to be derived from nouns through the attachment of the locative suffix *-ng*. In the above examples, attaching the locative suffix to the nouns *toro* ‘dream’, *tsela* ‘path’ and *metsoalle* ‘friends’ has changed their syntactic category from a noun to an adverb. Therefore, the qualificatives in this regard have modified the adverbs not the noun. It is further noted that this happens with adverbs that bear the nominal feature, the feature which is not applicable to non-nominal adverbs. Example (a) is demonstrated on Diagram 1 below:

Diagram 1



Through binary branching, the adverb is merged with each of the qualificatives, which refer to the adverb *torong*. The noun *toro* ‘dream’, to which a locative suffix is attached to form an adverb, is a class 9 noun hence, the class 9 demonstrative *eo*, the possessive and relative concords *ea* and *e*, respectively.

The qualificative, as stated earlier, has a unique internal structure. Structurally, it is composed of two morphemes: the concord and the stem. According to Guma (1971), the two morphemes are exclusive in each qualificative. That is, the concords in each match stems to form the qualificative. That is, the concords vary according to the noun class of the modified substantive. The qualificative concords are significant components which perform several functions. First, they distinguish the qualificatives in cases where the stems take similar forms. For example, the stem – *ngoe~ng* belongs with the adjective, the enumerative and the interrogative, but differentiated by the concords as illustrated below:

3.

a) Adjective

Ngoana e mong

1-child Adj-another

‘Another child’

b) Enumerative

Ngoana ea mong

1-Child Enum-only

‘The only child’

c) The interrogative

Ngoana mong

1-child Int-what kind

‘What kind of a child’

In the above examples, the concords are distinctive morphemes although the stems are the same as Doke and Mofokeng (1985:118) note, ‘These qualificatives are distinguished from the other by the forms of the concords’. In the above examples, the adjective and enumerative concords differ

in class 1, but take similar forms in other classes. Such similar cases are largely distinguished by tone. As Doke and Mofokeng (1985) indicate, the tonal patterns differ in that for the enumerative the first two syllables are high and the last is low (ˊˊ-) while for the adjective the first and last syllables are high and the middle is low (ˊ-ˊ). For instance:

4.

a) *Bana ba bang*

2-children Adj-other (ˊ-ˊ)

2-children Enum-lone (ˊˊ-)

b) *Koloi e 'ngoe*

9-vehilcle Enum-lone (ˊˊ-)

9-vehicle Adj-other (ˊ-ˊ)

Examining the above phrases the given tonal patterns differentiate the Enumerative and the Adjective, while at the same time exposing their similar form but different meanings. The context of use plays a vital role in the production of the intended meaning. Second, the qualificative concords are also significant in that they differentiate the modification and predicative status of the qualificative. The qualificative performs two functions, namely modification and predicative as shown below:

5.

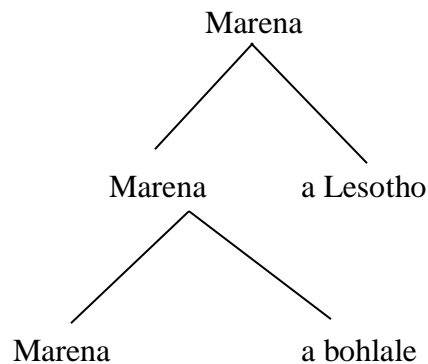
Marena a bohlale a Lesotho

6-chiefs Rel-wise Poss- of Lesotho

‘The wise chiefs of Lesotho’

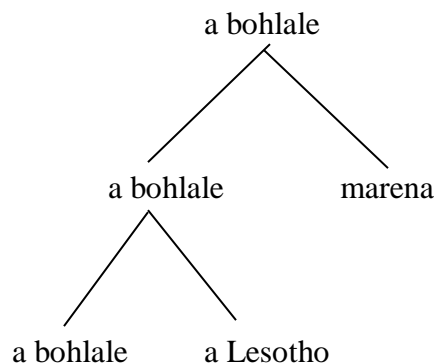
Looking at the example (5) above, it can be interpreted as a noun phrase with two qualificatives *a bohlale* and *a Lesotho* to one antecedent *marena*. The phrase *a bohlale*, in this construction, performs a modification function by giving a description of the substantive used. The structure can be demonstrated on a tree structure as follows:

Diagram 2



On the contrary, the same group of words can be segmented into the noun phrase *marena* ‘chiefs’ and the predicate *a bohlae a Lesotho* ‘of Lesotho are wise’ yielding the predicative function of the phrase *a bohlae* and giving the meaning ‘Lesotho chiefs are wise’.

Diagram 3



Although the form of the concord is similar, the meaning is different because of the tone placed on the concords. This is consistent with Doke and Mofokeng’s (1985) view that the difference is shown by tone with the qualificative concord tone higher than the predicative concord. However, not all qualificatives are dual in function; only the relative, adjective and the enumerative are.

As it was noted above, the qualificative comprises both the concord and the stem. Of the seven Sesotho qualificatives, the demonstrative exhibits a different structure from that of other qualificatives. It is mono-morphemic and cannot be segmented into both the concord and the stem.

All the seven qualificatives are reflected in the data and the two distinctive morphemes that constitute them are illustrated:

6.

- a) *Bana **ba-** bang ba- bang...*
2-children **Adj**-some **Enum**-lone
“The main challenge that they face”
- b) *Maemo a -hlakileng a -leholimo*
6-conditions **Rel**-clear **Poss**-weather
“Clear weather conditions”
- c) *Matichere o-hle a -likolo tsa mathomo*
6-teachers **Quant**-all **Poss**-of primary schools
“All teachers of primary schools”
- d) *Moriana o-fe oa -seboko*
3-pesticide **Inter**-which **Poss**-for worms
“Which worm pesticide”
- e) *Mosa ona oo- a o bonang...*
3-kindness **Dem**-this **Rel**-which he sees
“This kindness which he sees”

In the given examples, the qualificatives are bolded, each of which comprises the concord and the stem with the exception of the demonstrative in (e). As noted earlier, the demonstrative is monomorphemic, and is considered a pronoun by some linguists such as Cole (1955) who classified qualificatives on the basis of structure. Guma (1971) notes this morphological difference, and considers it a qualificative although it cannot be segmented into two distinctive morphemes.

Although the demonstrative is not divisible into two morphemes, it agrees in number with the substantive that it modifies. The first syllable of the demonstrative, like the qualificative concord, corresponds with the substantive, the failure of which yields unacceptable construction. A typical example is:

7.

**Mosa sena seo- a se bonang*

Like other qualificatives, the demonstrative occupies a slot after the substantive and makes reference to the substantive which precedes it. Its omission leaves the scope of the antecedent open to a lot of questions. Looking at the example in (6e) above, the omission of a demonstrative word *ona* ‘this’ may result in questions like ‘which ones’ or ‘where’. For the purposes of this study, any word or a group of words that describes or modifies a substantive that precedes it is regarded a qualificative. This, therefore, means that the study deals with seven qualificatives including both the demonstrative and the quantifier.

Third, the qualificative concords also enhance correspondence between the substantive and the qualificative stem. The correspondence is dependent upon one of the salient features of Bantu languages, namely the noun class system. All nouns are allocated classes. According to Moloi and Thetso (2014), each class has its unique prefix which identifies it as either singular or plural. Bantu languages have 22 noun classes (Meinhoff, 1932), none of which, however, possesses all the stated classes. Sesotho has 15 noun classes with the exclusion of Classes 11, 12 and 13 as shown in Table 3.1 below.

Table 3.1 The Noun Class Prefixes, and the Agreement Morphemes

Class	Prefix	Absolute pronoun	Sub Conc	Poss	Enum	Rel	Quant	*Int	Adj	Objectival Concord
1.	mo-	eena	o	oa	ea mo	ea	-	o/mo	e mo	mo
1a.	Ø									
2.	ba-	bona	ba	ba	ba ba	ba	bo	ba/ba	ba ba	ba
2a.	bo-									
3.	mo-	oona	o	oa	o mo	o	oo	o/mo	o mo	o
4.	me-	eona	e	ea	e me	e	eo	e/me	e me	e

5.	le-	lona	le	la	le le	le	lo	le/le	le le	le
6.	a-	ona	a	a	a ma	a	o	a/ ma	a ma	a
7.	se-	sona	se	sa	se se	se	so	se/se	se se	se
8.	li-	tsona	li	tsa	tse li	tse	tso	li/li	tse N	li
9.	[N]-	eona	e	ea	e	e	eo	e/-	e N	e
10.	li [N]-	tsona	li	tsa	tse li	tse	tso	li/li	tse N	li
14.	bo-	bona	bo	ba	bo bo	bo	bo	bo/bo	bo bo	bo
15.	ho-	hona	ho	hoa	ho ho	ho	ho	ho/ho	ho ho	ho

The noun prefixes in Table 3.1 not only mark number on the noun but they also match the noun with other words that are used with it. As Machobane (2010) explains, the noun prefixes control subjectival, objectival and qualificative concords in a sentence.

Syntactically, the qualificative follows the substantive, that is, it post-modifies it. The data reflect this order in which the substantive, as head of the phrase, holds a position preceding its dependent elements. The noun prefix determines the form of the qualificative concord of which it is part. For example:

8.

a) *Sello sa mafapha ana se seholo*

7-concern Poss-of these sections Adj-main

‘The main concern of these sections’

b) **Sello ba mafapha ana ba baholo*

The substantive *sello* ‘concern’ is a class 7 singular noun and both *sa-* and *se-* are qualificative concords for class 7. The lack of correspondence between the substantive and the qualificative concord renders the sentence unacceptable as shown in (8b) above. The morpheme *ba-* is class 2

possessive concord while *sello* is a class 7 noun, the feature which renders the phrase unacceptable in Sesotho grammar.

It is observed, therefore, that the qualificative follows the substantive with which it is constructed and the concordial element links the substantive and the qualificative stem, a meaning carrier unit of a qualificative. This indicates that the qualificative, unlike other lexical categories, is not easily identified in isolation. Its status is syntactically determined and it acquires a status upon its use in a sentence. It is a category which depends primarily on the substantive which it modifies, with its status being determined by its syntactic position in relation to the substantive.

3.2 Rapid and Anonymous Observations Data

In this section, data gathered through rapid and anonymous response observations are presented. These are responses from the native Sesotho speakers in their casual conversations. Sentences that have more than one qualificative were chosen. The sentences depict the possible relationship between the substantive and the qualificative that modifies it. The qualificative, as stated earlier, refers to any word or a group of words that gives, and adds information to the substantive it follows. The information given by each word differs hence the seven types of qualificatives in Sesotho.

3.2.1 The Syntactic Relationship between the Substantive and the Qualificative

Looking at the data, several observations are made on the elements of the noun phrase. As a pertinent feature of any phrase, the noun phrase has a head word. The head word of a noun phrase in Sesotho manifests itself in the form of a noun, an absolute pronoun or a qualificative pronoun. These elements are types of the substantive as in the following examples:

9.

a) *Tlo tlose **tsena tsohle tse reng uena tseo u li sihileng mona***

‘Come and remove all your belongings that you left here’.

b) *A phete **tsohle tsa bosiu tseo a li boneng***

‘He should reveal all that he saw happening at night’

The above bolded words are regarded as elements of the noun phrase though head noun of the phrase cannot be identified. Instead of the noun, the absolute pronoun and the qualificative head

the phrases. The superordinate term substantive would represent this type of phrase. On the basis of this observation, the phrase is referred to as a substantive phrase instead of a noun phrase for clarity.

It can also be observed that in some of the constructions consisting of more than one qualificative, such qualificatives refer to the only one antecedent or substantive in a phrase. That is, there is no intervening element between the substantive and the modifier. The following are cases in point:

10.

- a) *Lisebelisoa tse ling tsa sepolesa sa Lesotho*
8-essentials adj-some Poss-of police poss-of Lesotho
'Some essentials of the Lesotho Police'
- b) *Boholo ba bana ba kenang sekolo*
14-most Poss-of children Rel-who attend school
'Most of the children who attend school'
- c) *Eno ea ha Moitšupeli e tšoeu ea sekorokoro*
Dem-that Poss- of Moitšupeli Adj-white Poss-old
'That white old scrap of Moitšupeli's'

In the above phrases, the listed qualificatives modify the one substantive and the concordial elements correspond to that substantive in class and number. In phrase 10(a) for example, the noun *lisebelisoa* is a class 8 noun and *tse* and *tsa* are corresponding class eight adjectival and possessive concords, respectively. In this regard, both qualificatives modify the same noun *lisebelisoa*. Similarly, in examples 10 (b & c), the concordial elements correspond to the substantives that are modified. This, therefore, indicates that more than one qualificative can qualify one substantive in a sentence, a feature ascribed on modifiers.

On the contrary, some qualificatives occur consecutively but modify different substantives in a phrase. Although, they follow each other, they target different substantives as follows:

11.

a) *Baokameli ba likolo tsa mathomo tse fapaneng*

2-principals Poss-of schools Poss-of primaryRel-different

‘Principals of different primary schools’

b) *Mokhethoa oa lebatooa le leng la Mafeteng la DC*

3-MP Poss-of constituency Adj-one Poss-of Mafeteng Poss-of DC

‘The MP of one of Mafeteng DC constituency’

In phrase 11(a), there are three qualificatives occurring consecutively, namely *ba likolo*, *tsa mathomo*, and *tse fapaneng*. However, they do not describe the same substantive *baokameli* that precedes them. The substantive *baokameli* is modified by *ba likolo* hence the correspondence between the agreement morpheme and the class 2 noun. The other two qualificatives bear no reference to the noun *baokameli* rather to the class 10 noun *likolo* which in this case, is a possessive stem. That is, the possessive concord *tsa* and the relative concord *tse* correspond to the noun *likolo* ‘schools’ not *baokameli*. Therefore, although there are a number of qualificatives used in a phrase, they modify different substantives. Similarly, in the second phrase, the noun *mokhethoa* is modified by the possessive *oa lebatooa* while the adjective *le leng*, the possessives *la Mafeteng* and *la DC* qualify *lebatooa* ‘constituent’ not *mokhethoa* ‘parliamentarian’. This appears the case where the other qualificative has a nominal stem which is then modified by the succeeding qualificatives. Each occurring qualificative modifies the substantive nearer to it not the substantive occurring as the head of the phrase. In this way, the whole extended qualificative phrase refers to the head of the phrase.

It has been observed that in some phrases, the qualificative and the substantive follow each other closely without any intervening materials as exemplified in 11(a & b) above. Nevertheless, correspondence between the substantive and the qualificative that follows it distantly has also been observed. The qualificative occurs far from the substantive because of the intervening elements. That is, they occur in different phrases. Examples are as follows:

12.

a) *Taba e sa ntse e le pharela ena ea bana ...*

9-issue Pred-is an issue Dem-this Poss-of children

‘The issue of children remains a problem’

b) *Mosebetsi o boima ona oa mahokela oa ho lebela metse bosiu*

3-work Pred-is difficult Dem-this Poss-of coordinators Poss-of security

‘The coordinators’ duty of providing security at night is difficult’

c) *Batho ba bokane bohle ba nang le thahasello*

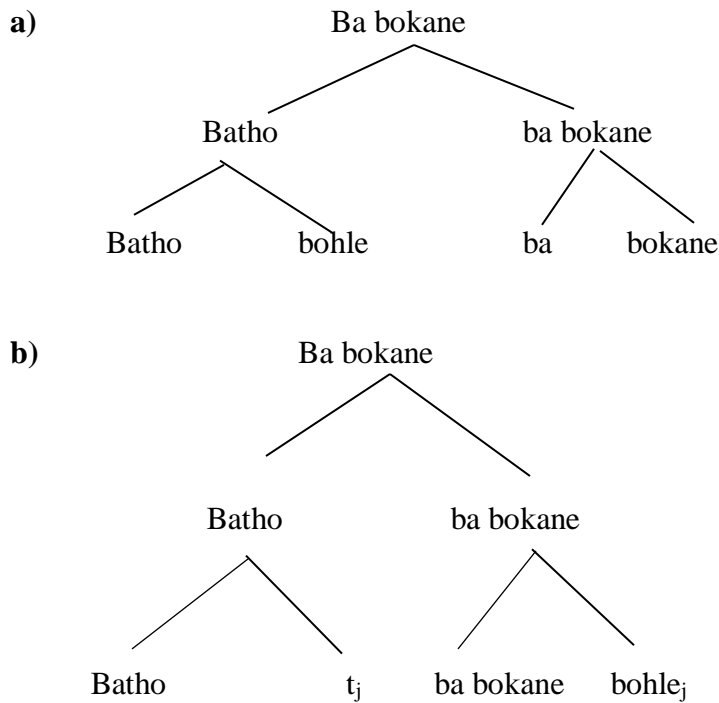
2-people Pred-are gathered Quant-all Rel-interested

‘All the interested people are gathered’.

The examples in (12) above demonstrate the correspondence between the substantive and the qualificative distant from it. In all the examples, the bolded phrases are verb phrases. The first two (a & b) are copulatives while the last (c) is the action verb. Although there are intervening units between the substantive and the qualificatives, the concordial morphemes correspond to the substantives. For instance, the class 3 noun *mosebetsi* agrees with the demonstrative *ona* and the possessive concord */-oa-/*.

Similarly, in example 12(c), the quantifier *bohle* and the relative concord *ba* correspond to the noun *batho*. The qualificatives modify the given substantive although they are separated from it by the copulative predicate. This operation is termed a Floating Quantifier which Du Plessis and Visser (1996) define as an occurrence of a quantifier from its head to any position after the verb. The quantifiers, although placed away from the heading substantive, agree with the substantive. Kobuchi-Philip (2006) indicates, ‘the so-called floating quantifier occurs in a surface adverbial position, separated from the nominal element with which it is construed’. This can be depicted as follows:

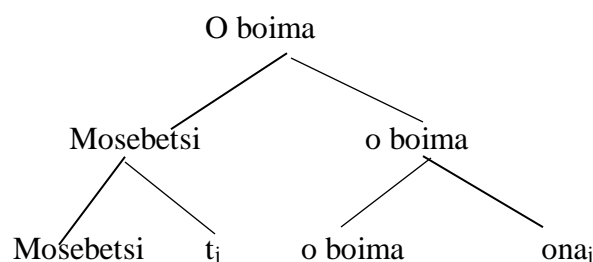
Diagram 4



In Diagram 4 (a) above, the quantifier *bohle* is in the nominal domain modifying the substantive *batho*. However, in Diagram 4(b) the quantifier appears in the verb domain occupying the adverbial position. However, it co-refers to the noun in the substantive phrase. This is permissible because there is no other noun phrase in the VP that the quantifier modifies except for the one in the upper noun phrase with which it agrees. Kobuchi-Philip (2006) refers to the former as a quantifier local as it is located in the noun domain while the latter is a floating quantifier, occurring in the verbal domain.

This aspect, as noted, is also seen where there is no quantifier as demonstrated in examples 12 (a & b). In both examples, the demonstrative, as opposed to the quantifier, introduces a chain of qualificatives that co-refer with the substantive in the noun phrase, though they occupy a position in the verb phrase. Phrase (12b) is illustrated in the diagram as follows:

Diagram 5



The concept of floating quantifier designates a relationship between a substantive and a qualificative outside the substantive phrase. Here observation is that there is succession, making the substantive phrase occur before the verb phrase in a sentence. Apparently, both the quantifier and other qualificatives can float. The following examples, though not from the data, substantiate the existence of the concept across qualificatives:

13.

a) *Mosali o bohlasoa e motenya enoa.*

1-woman Cop-is careless Qual-Adj Qual-Dem

‘This fat woman is careless’

b) *Bana ba bohlale ba monna enoa.*

2-children Cop-are brilliant Qual-Poss Qual-Dem

‘This man’s children are brilliant’

c) *Ngoana oa tefa ea mong ke le joetse.*

1-child Pred-is spoilt Qual-Enum Pred-I tell

‘A lone child is a brat, I tell’

d) *Lentsoe lea hlaba leo u le sebelisang lena.*

5-word Pred-hurts Qual-Rel Qual-Dem

‘That word that you use hurts’

e) *Pina kea e rata ena ea Bacha ba Loretto.*

9-song Pred-I like Qual-Dem Qual-Poss

‘I like this song by Lorreto youth.’

f) *Puo u buoa efe matsatsing ana?*

9-language Pred-you speak Qual-Inter Adv-these days

‘Which language do you speak these days?’

In the listed examples above, the verb phrases are bolded, with almost all Sesotho qualificatives floating and referring to a distant substantive. The substantive, however, appears to take precedence in that it occurs in a phrase before the one that hosts the qualificative. The sentences were tested through native speakers' judgements about their acceptability, thereby justifying the existence of such sentences in Sesotho.

Further observations have been made about occurrences of the consecutive qualificatives where the antecedent substantive appears as a qualificative stem. That is, the substantive is in the form of a qualificative pronoun (a stand-alone qualificative) while the noun appears as part of the modifiers as in:

14.

- a) *E meng **ea melemo** ea sehlahisoa sena sa rona*
Qual Pron-Adj Qual-Poss Qual-PossQual-Dem Qual-Poss
'Some of the advantages of this product of ours'
- b) *Ha ho le e 'ngoe **ea litaba** tsa ka tsa maobane...*
Neg Conj Qual pron-one Qual-Poss Qual-Poss Qual-Poss
'There is not even one of my yesterday sayings...'

The first stand-alone qualificative is a pronoun due to the absence of the substantive. However, the substantive referred to appears as part of the modification. The possessive stems in the list of qualificatives refer to the qualificative pronoun. In phrase 14(a) above, *melemo* corresponds with *e meng* and *ea sehlahisoa* while *le e 'ngoe* in a negated phrase stands for *taba* 'idea' the singular form of the possessive stem *litaba* 'ideas'. It is assumed that the noun is omitted to avoid redundancy, making the enumerative pronominal. Therefore, prediction of the substantive in this case is context-based. Although the substantive is omitted, the context helps with the interpretation of the referent. This arrangement is unique in that the qualificative pronoun is modified by the substantive for which it stands.

The data also reveal that the qualificative can occur within the substantive phrase where it qualifies the preceding substantive. It can also occupy a syntactic slot distant from the post- modified substantive. This is referred to as floating, and it is associated only with the quantifier in English while it seemingly occurs across qualificatives in Sesotho. The qualificative is considered to be floating in that it appears in a different phrase from that of the substantive with which it

corresponds. The qualificative can also appear as a stem in a list of qualificatives that refer to it. The context of use of the substantive determines the prediction of the missing substantive.

3.2.2 Ordering of the Elements of the Substantive Phrase

The elements of the substantive phrase, as stated earlier, are headed by a substantive. The dependents of the substantive add information about or modify it differently. This results in different types of qualificatives. As indicated earlier, this study considers seven types of qualificatives. From the Minimalist perspective, modifiers are recursive, meaning that more than one qualificatives can follow and modify a single substantive as reflected in the data. It is also observed that the same qualificative can re-cur in a single substantive phrase. For the latter, different semantic properties are reflected.

3.2.2.1 Ordering Patterns of Two Qualificatives

The examination of spoken sentences reveals that there can be a maximum of five qualificatives following one antecedent in a substantive phrase. All the concordial morphemes of the qualificatives correspond with the head word, which is a substantive. Phrases with two qualificatives are observed to bear the most commonly used qualificatives such as the Possessive, Relative, Demonstrative and the Adjectives. The least occurring are the Quantifier, the Interrogative and the Enumerative. The following ordering patterns are noted with the substantive included:

15.

a) Subs **Adj Enum**

Bana ba bang ba bang

2-children Adj-some Enum-lone

‘Some lone children’

b) Subs **Poss Adj**

Eane oa Thabo e moholo

Dem pron- that Poss-of Adj-elder

‘That elder one of Thabo’

c) Subs Adj Poss

Lisebelisoa tse ling tsa sepolesa

8-accessories Adj-some Poss-of police

‘Some police accessories’

d) Subs Poss (desc) Poss (direct)

Moithuti *oa mehleng oa sona*

1-student poss-former Poss-its

‘Its former student’

e) Subs Poss Rel

Boholo ba bana ba kenang sekolo

14-most Poss-of children Rel-who attend school

‘Most of children who attend school’

f) Subs Dem Poss

Setsi **seo sa Senkatane**

8-center Dem-that Poss-of Senkatane

‘That Senkatane centre’

g) Subs Adj Rel

Molemo o moholo oo re o fumaneng

3-benefit Adj-main Rel-which we achieved

‘The major benefit that we achieved’

h) Subs Rel Poss

Maemo a hlakileng a leholimo

6-conditions Rel-clear Poss- of weather

‘Clear weather conditions’

i) Subs Dem Rel

Taba ena e ba hlabileng

9-issue Dem-this Rel-that has hurt them

‘This issue that has hurt them’

j) Subs Poss (direct) Poss (descr)

Moralo oa mantlha oa lichelete

3-plan Poss-basic Poss-of finances

‘Basic financial plan’

k) Subs floating Quant Rel

Batho ba bokane bohle ba nang le thahasello

2-people Pred-are gathered Quant-all Rel-who are interested

‘All the people who are interested are gathered’

l) Subs Quant Poss

Matichere ohle a likolo

6-teachers Quant-all Poss-of schools

‘All school teachers’

It is observed from the above patterns that the ordering of some qualificatives is not fixed. The data reflect alternative ordering patterns of the occurring qualificatives. For instance, in phrase 15(b) the possessive precedes the adjective while in 15(c) that order is reversed. Similarly, phrases 15(e & h) are alternatives in that the possessive takes a lead in (e) but follows the relative in phrase (h).

The extension of some qualificative clauses is also noted in other phrases with two qualificatives. This refers to the qualificatives embedded in other qualificative phrases. The extension, as stated earlier, occurs when the preceding qualificative has a nominal stem. In such cases, the qualificative modifies the noun which immediately precedes it. The following are examples:

16.

a) Baokameli ba likolo tsa mathomo

2-principals Poss-of schools Poss-of primary

‘Principals of primary schools’

b) Lipetlele tsa rona tsa likereke tse fapaneng

8-hospitals Poss-of us Poss-of churches Rel-different

‘Our different churches’ hospitals’.

The possessives with nominal stems are the ones that are extended. Instead of modifying the main head word in a phrase, the last qualificative points to the noun which immediately precedes it. Although there are two qualificatives in phrase (16a), they do not qualify the same antecedent, thus marking different concordial morphemes. Phrase (16b) which seems to comprise three qualificatives appears thus ambiguous due to its possible categorisation into two qualificatives, suggesting two different meanings. The first interpretation is arrived at by considering *tse fapaneng* as embedded within the possessive; as such, it does not qualify the subject antecedent; instead, it refers to the possessive nominal stem *likereke*. The second interpretation is attained by associating *tse fapaneng* with the head word *lipetlele* with which it agrees by the concordial morpheme *tse*.

The recurrent possessive in a single phrase is also observed, with the two possessives following each other in a substantive phrase and modifying the same antecedent as in:

17.

a) *Moithuti oa mehleng oa sona*

1-student poss-former Poss-its

‘Its former student’

b) *Polokelong ea bona ea banka*

Loc-Poss-their Poss-of the bank

‘On their bank investment’

The possessives modify both the noun *moithuti* in (17a) and the nominal locative adverb *polokelong* in (17b). The concordial morphemes in both phrases correspond with the head words *moithuti* and *polokelong*. Both possessives in each sentence are descriptive and can be reversed without tempering with the intended meaning.

3.2.2.2 Ordering Patterns of Three Qualificatives

The data also reflect the arrangements of three qualificatives within the substantive phrase. The qualificatives are patterned as follows:

18.

a) Adj Rel Poss

Leano le letle le hlakileng la naha

5-policy Adj-good Rel-clear Poss- of the country

‘A good clear policy of the country’

b) Poss Dem Poss

Melemo ea sehlahisoa sena sa rona

4-benefits Poss-of product Dem-this Poss-our

‘The benefits of this product of ours’

c) Int Rel Poss

Lebitso lesele leo a sa le rateng la habo ’m’ae

5-name Inter-different Rel-which he does not like Poss-of his mother

‘A different mother’s maiden name which he does not like’

d) Poss Poss Rel

Lipetlele tsa rona tsa likereke tse japaneng

8-hospitals Poss-our Poss- of churches Rel-different

‘Hospitals owned by our different churches’

e) Quant Rel Rel

Tsena tsohle tse reng uena tseo u li sihileng mona

Subst-these Quant-all Rel-that belong to you Rel-that you have left here

‘All these that belong to you that you have left here’

f) Dem Adj Rel

Mosebetsi ona o motle oo le ntseng le tsoela pele ho o etsa

3-work Dem-this Adj-good Rel-that you continue doing

‘This wonderful job that you continue doing’

g) Dem Poss Poss

Taba....ena ea bana ea ho hana sekolo

9-problem Dem-this Poss-of children Poss- of neglecting school

‘This problem of children neglecting school’

h) Quant Dem Rel

Batho bohle bana bao le ba bonang

2-People Quant-all Dem-these Rel-that you see

‘All these people that you see here’

i) Adj Poss Poss

Libuka tse ngata tsa Sesotho tsa sebopeho-puo

10-books Adj-many Poss-of Sesotho Poss-of grammar

‘Many textbooks of Sesotho grammar’

j) Quant Rel Poss

Batho bohle ba re phalletseng ba motse ona

2-people Quant-all Rel-that supported us Poss-of this village

‘All the people of this village who supported us’

k) Poss Poss Rel

Taba ea rona ea mantlha eo re e tšohlang

9-point Poss-our Poss-basic Rel-which we discuss

‘Our main issue that we discuss’

l) Int Poss Rel

Moriana ofe oa seboko oo u buoang ka oona

3-medicine interr-which Poss-of pest Rel-that you refer to

‘Which pesticide are you referring to’

m) Dem Quant Rel

Limpho tsena tsohle tseo le mphileng tsona

10-gifts Dem-these Quant-all Rel-that you gave me

‘All these gifts that you have given me’

n) Dem Poss Rel

Lekechara ena ea PHI e tenang

9-lecturer Dem-this Poss-of PHI Rel- disgusting

‘This disgusting PHI lecturer’

o) Poss Quant Rel

Batho *ba Roma mona bohle ba rekisang seterateng*

2-people Poss-of Roma here Quant-all Rel-who sell on the streets

‘All the people here at Roma who are vendors’

p) Dem poss Adj

Maoto *ana a ka a mabeli*

6-legs Dem-these Poss-mine Adj-two

‘These two feet of mine’

q) Rel Int Rel

Lijo tse monate life tseo u sa re nehang tsona

8-food Rel-delicious Int-which Rel-you did not provide

‘Which delicious food that you did not give to us’

r) Adj Adj Rel

Esense e ntle e tšesane e kopaneng

9-essence Adj-beautiful Adj-small Rel-combined

‘Small tight good looking plaits’

s) Poss Rel Rel

Libuka tsa khale tse tabohileng tse se nang maqephe

10-books Poss-old Rel-torn Rel-which do not have pages

‘Old page less torn books’

t) Dem Rel Rel

Mantsoeng aa ao ke a ngotseng a latellanang

Loc- on words Dem-these Rel-that I have written Rel-that are sequenced

‘On these sequenced words that I have written’

u) Poss Enum Poss

Morero oa ka o le mong oa mantlha

3-plan Poss-mine Enum-one Poss-basic

‘My only major plan’

v) Poss Adj Adj

Khomo tsa ntate tse ntle tse khunoana

10-cattle Poss-of father Adj-beautiful Adj-red coloured

‘My father’s beautiful red-coloured cattle’

w) Rel Poss Rel

Lefu le bohloko, la sefapano le eisehang

5-death Rel-painful Poss-of cross Rel-shameful

‘Shameful, painful cross- death’

x) Int Rel Dem

Motho ’ngoe ea hoelehelitseng eo

...1-person Interr-what kind Rel-shouting Dem-that

‘What kind of person is that one shouting’

y) Adj Poss Rel

Thipa e ntle ea bohobe e bohale

9-knife Adj-beautiful Poss-of bread Rel-sharp

‘A beautiful sharp bread knife’

Equally notable about the above ordering patterns is that the most recurrent qualificatives are the Possessive, Adjective, Relative and Demonstrative. The Quantifier, Interrogative and Enumerative are the least occurring qualificatives. It can further be observed that the more the number of qualificatives, the more the ordering patterns. This might reflect the openness of the rules for the ordering of qualificative in Bantu languages. The frequency of the relative at the extreme-right of the substantive is noted in the ordering patterns. As was the case with the two qualificatives, the recurrence is noted with the adjective, relative and the possessive.

3.2.2.2.1 Recurrence of the Adjective

The adjective is dependent on the substantive in a substantive phrase, functioning, like other dependents to qualify the substantive. As stated earlier, the adjective describes the quality of the substantive denoting age, size, colour and gender, to mention a few. The data reflect the recurrence of the Adjective in phrases that comprise three consecutive qualificatives, the feature which echoes Flanagan’s (2014) view that is called adjective stacking. In some instances, the recurring adjectives

occur first in a group of three while in others they occur sentence-finally as respectively demonstrated below (19 a & b).

19.

a) Adj Adj Rel

Esense e ntle e tšesane e kopaneng

9-essence Adj-beautiful Adj-small Rel-combined

‘Small tight good looking plaits’

b) Poss Adj Adj

Khomo tsa ntate tse ntle tse khunoana

10-cattle Poss-of father Adj-beautiful Adj-red-coloured

‘My father’s beautiful red-coloured cattle’.

In both examples, the quality adjective precedes both the size and colour adjectives. The frequency of the adjectival stem *-tle* is also noted, as modifying different nouns in particular contexts. For example, when used with *leano* ‘policy’ it can mean relevant, but when used with *mosebetsi* ‘work’ it can mean well done. However, the interpretation associated with humans such as *esense* ‘braid pattern’ can be attractive while with non-human nouns such as ‘cow’ the word denotes ‘well fed’. While the term denotes quality, it has different interpretations depending upon the modified substantive.

3.2.2.2.2 Recurrence of the Possessive

The possessive is sub-classified into the direct and the descriptive. Also noted is the occurrence of more than one possessive in a single substantive phrase in which they follow each other. The ordering patterns reflected are:

20.

a) Poss Poss Rel

Lipetleletsa rona tsa likereke tse fapaneng

8-hospitals Poss-our Poss-of churches Rel-different

‘Hospitals of our different churches’

b) Dem Poss Poss

Poresitente ena ea mehleng ea Nigeria

9-president Dem-this Poss-former Poss-of Nigeria

‘This former president of Nigeria’

The observation, therefore, is that in some instances the direct Possessive precedes the descriptive while in others the order is reversed. This is contrary to Doke and Mofokeng’s (1985) observation that the direct possessive occupies the first position in cases of co-occurrence of both the direct and the descriptive possessives.

3.2.2.2.3 Recurrence of the Relative

The relative qualificative has two types, namely the direct and the indirect. Like the adjective and the possessive, the relative re-curs in a single phrase. The following ordering patterns are noted in cases of co-occurrence: Direct and direct, direct and indirect and indirect and direct as demonstrated below:

21.

a) Dem Rel Rel

Enoa ea hlahlamang ea ntlahlamang

Dem-this one Rel-that comes after Rel-one that comes after me

‘This one that comes after the one who succeeds me’

b) Poss Rel Rel

Libuka tsa khale tse tabohileng tse se nang maqephe

10-books Poss- outdated Rel-torn Rel-without pages

‘Outdated, pageless torn books’

c) Dem Rel Rel

Mantsoeng aa ao ke a ngotseng a latellanang

Adv-in these words Rel-that I have written Rel-sequenced

‘On these sequenced words that I have written’

Another significant observation is that of co-occurrence of the Relative though coupled with an intervening qualificative. Notwithstanding their separation by another qualificative, they are in a single phrase:

22.

Rel Int Rel

Lijo tse monate life tseo u sa re nehang tsona

8-food Rel-delicious Int-which Rel-ind-that you did not give to us

‘Which delicious food that you did not give to us’.

In the given examples, the frequent occurrence of the direct Relative is noted. For instance, the direct Relative precedes the indirect in some cases of co-occurrence, while in others the indirect Relative precedes the direct as in phrase (21c).

3.2.2.3 Ordering Patterns of Four Qualificatives

As it was stated earlier, the maximum number of qualificatives gathered is five in spoken sentences, all of which refer to the head word of the substantive phrase. The correspondence is indicated by the use of appropriate concordial agreement as noted in the former ordering patterns. With the occurrence of four consecutive qualificatives, the following ordering patterns are observed:

23.

a) Poss Enum Poss Rel

Morero oa aoa mantlha oo e lakatsang oo phetha

3-plan Poss-mine Poss-main Rel-that I want to do

‘My one main plan that I wish to fulfil’

b) Dem Adj Rel Rel

...tsena tse ngata tse tšosang tseo u li buoang

Abs Pron-this Adj-many Rel-horrifying Rel-that you say

‘These many horrifying things that you say’

c) Dem Adj Poss Rel

Koloi ena e ntšo ea Majapane eo ke tsamaeang ka eona

9-car Dem-this Adj-black Poss-Japanese Rel-that I travel with

‘This black Japanese vehicle that I travel with’

d) Rel Adj Poss Rel

Litlelase tse mona tse ngata tsa maoane tse latellanang

10-classes Rel-common Adj-many Poss-first years Rel-consecutive

‘Those many consecutive first year classes’

e) Adj Poss Rel Poss

Batho ba baholo ba Ha Ralejoe ba kholang ba banna

2-people Adj-old Poss-of Ha Ralejoe Rel-who earn Poss-males

‘Elderly pensionable male persons living at Ha Ralejoe’

f) Dem Poss Poss Rel

Raporoto ela ea Phumaphe ea Lefu a Mahao e phehiloeng

9-report Dem-that Poss-Phumaphe’s Poss-of Mahao’s death Rel-faked

‘That faked Phumaphe report of Mahao’s death’

g) Int Adj Poss Rel

Lintho life tse hlano tsa bohlokoa tseo u ithutileng tsona

10-things Inter-which Adj-five Poss-important Rel-that you learned

‘Which five important things that you have learned’

h) Poss Dem Rel Rel

Ngoana oa mang eo ea sa tšabeng batho ea binang...

1-child Poss-whose Dem-that Rel-lacks respect Rel-who sings

‘Whose shameless child this is who sings’

i) Adj Dem Rel Rel

Linthonyana tse nyane tsena tseo ba li etsang tseo re sa li tsotelleng

10-things Adj-minor Dem-these Rel-that they do Rel-which we disregard

‘These minor things they do that we don’t care about’

j) Dem Adj Adj Poss

Thipa eno e kholo e ntšo ea sakha

9-knife Dem-that Adj-big Adj-black Poss-zig saw

‘That big black zig-saw knife’

k) Dem Poss Adj Rel

Motho enoa oa Leribe e motšo ea mahlo a mafubelu...

1-person Dem-this Poss-of Leribe Adj-dark Rel-red-eyed

‘This black red-eyed person from Leribe’

l) Adj Poss Rel Rel

Mokh ’ukh ’u o monyane oa masenke o pel’a tsela o shebileng tlaase

3-shack Adj-small Poss-iron Rel-near the road Rel-facing down

‘A small iron-made shack near the road which is facing down’

m) Poss Adj Rel Adj

Tsela ea teng e mpe e likoti e tšesane...

9-road Poss-there Adj-bad Rel-potholed Adj-narrow

‘Its bad potholed narrow road’

n) Poss Adj Poss Rel

Bohobe ba shpong bo bosootho ba lofo bo khamang

14-bread Poss-shop Adj-brown Poss-loaf Rel-dry

‘The dry brown loaf of bread from the shop’

o) Adj Poss Poss Rel

Karolo e ’ngoe ea tente ea seili e neng e saletse

9-part Adj-another Poss-of tent Poss-of plastic Rel-that remained

‘Another plastic part of a tent that was remaining’

p) Adj Adj Poss Poss

Banna ba babeli batšo ba lihanyata ba Makaoteng

2-men Adj-two Adj-dark Poss-giantic Poss-of Makaoteng

‘Two dark-complexion gigantic men from Makaoteng’

q) Quant Poss Rel Rel

Bana bohle ba bashanyana ba lilemo li ka tlase ho leshome ba e'so role likatiba

2-children Quant-all Poss-boys Rel-aged below ten Rel-who are no circumcised

‘All under ten uncircumcised male children’

r) Quant Rel Poss Rel

Matichere ohle a holileng a likonyana a hlohang mangolo

6-teachers Quant-all Rel-old-aged Poss-of kinder Rel-without certificates

‘All the elderly unqualified kinder teachers’

s) Poss Adj Poss Rel

Banana ba matsatsi aa ba banyenyane ba rutehileng ba hlonephang

2-girls Poss-modern Adj-small Rel-educated Rel-respectful

‘Young educated respectful modern girls’

t) Poss Adj Poss Rel

Eane oa Lerotholi e monyenyanane oa lesolenyanane ea tsebang bolo

Dem Pron-that Poss-of Lerotholi Adj-small Poss-catholic Rel-who knows netball

‘That small one of Lerotholi who is a soldier of Christ who knows soccer’

u) Int Poss Rel Rel

Koloi efe ea Likalaneng e sa tlang e nyolohang hona joale

9-vehicle Inter-which Poss-of Likalaneng Rel-not full Rel-that sets off now

‘Which Likalaneng taxi with space that sets off now’

v) Poss Adj Adj Rel

Linotlolo tsa YH tse tharo tse telele tse fasitsoeng ka khoele

8-keys Poss-YH Adj-three Adj-long Rel-that are tied with threat

‘Three long YH keys that are connected with a threat’

w) Adj Adj Adj Poss

Malinyane a mabeli a matelele a matona a laje hoate

6-piglets Adj-two Adj-long Adj-males Poss-large white

‘Two long male large white piglets’

x) Poss Adj Rel Poss

Morena oa ka e moholo eo ke mo hlomphang oa Thaba-Bosiu

1-chief Poss-mine Adj-principal Rel-who I respect Poss-of Thaba-Bosiu

‘My principal chief of Thaba-Bosiu whom I respect’

y) Quant Poss Adj Rel

Thepa eohle ea ka tlung e ntle eo a nang le eona

9-furniture Quant-all Poss-house Adj-attractive Rel-that she possesses

‘All the beautiful house furniture that she owns’

z) Poss Poss Rel Poss

Likolo tsa mathomo tsa likereke tse sa ngolisoang tsa setereke sa Leribe

8-schools Poss-primary Poss-of churches Rel-not registered Poss-of Leribe district

‘Unregistered Leribe district church-owned primary schools’.

In the ordering patterns presented in (24) above, the most recurring qualificatives are the relative, the possessive, the adjective and the demonstrative while the least recurring are the interrogative, the quantifier and the enumerative. The four consecutive qualificatives are reached by the recurrence of some qualificatives in a single substantive phrase. Drawing on Flanagan’s (2014) terminology, the stacked qualificatives are the adjective, the possessive and the relative. With the adjectives, the recurrence as stated earlier, emanates from different qualities which they express. The orderings are shown as follows:

24.

a) Dem Adj Adj Poss

Thipa eno e kholo e ntšo ea sakha

9-knife Dem-which Adj-big Adj-black Poss-zig saw

‘That big black zig-saw knife’

b) Adj Adj Poss Poss

Banna ba babeli ba batšo ba lihanyata ba Makaoteng

2-men Adj-two Adj-dark Poss-gigantic Poss-of Makaoteng

‘Two dark-skinned gigantic men from Makaoteng’

c) Poss Adj Adj Rel

Linotlolo tsa YH tse tharo tse telele tse fasitsoeng ka khoele

8-keys Poss-YH Adj-three Adj-long Rel-that are tied with threat

‘Three long YH keys connected with a threat’

d) Adj Adj Adj Poss

Malinyane a mabeli a matelele a matona a ‘large white’

6-piglets Adj-two Adj-long Adj-males Poss-large white

‘Two long male large white piglets’

The maximum of three adjectives can co-occur as noted in the ordering patterns of four qualificatives. Starting with two stacked adjectives, the semantic sets are ordered as follows with number preceding colour, length and gender:

- a) Size and colour
- b) Number and colour
- c) Number and length
- d) Number, length and gender

The occurrence of both the adjective and the relative is observed in a single phrase, with many instances of the adjective preceding the relative. The data also reflect the maximum of three possessive qualificatives in a single substantive phrase. Starting with those with two possessives, the ordering patterns noted are:

25.

a) Dem Poss Poss Rel

Raporoto ela ea Phumaphe ea Lefu la Mahao e phehiloeng

9-report Dem-that Poss-Phumaphe’s Poss-of Mahao’s death Rel-cooked

‘That faked Phumaphe report of Mahao’s death’

b) Adj Poss Poss Rel

Karolo e ‘ngoe ea tente ea seili e neng e saletse

9-part Adj-another Poss-of tent Poss-of plastic Rel-that had remained

‘Another plastic part of a tent that remained’

c) Adj Adj Poss Poss

Banna ba babeli ba batšo ba lihanyata ba Makaoteng

2-men Adj-two Adj-dark Poss-gigantic Poss-of Makaoteng

‘Two dark-skinned gigantic men from Makaoteng’

d) Poss Poss Rel Poss

Likolo tsa mathomo tsa likereke tse sa ngolisoang tsa setereke sa Maseru

8-schools Poss-primary Poss-of churches Rel-not registered Poss-of Maseru district

‘Unregistered Leribe district church-owned primary schools’.

In examples 25(a & b), the direct possessive precedes the descriptive while in 25(c & d) the possessives are both descriptive. In example (d), there are three possessives that are separated by a relative. The two possessives that recur are the descriptive and the direct. Although they are separated by a different qualificative, the three possessives recur in a single substantive phrase.

As further reflected in the data, the maximum of two relative clauses in a single substantive phrase is noted, with the direct and indirect relatives showing the ordering of four qualificatives. The ordering patterns are exemplified below:

26.

a) Dem Adj Rel Rel

...tsena tse ngata tse tšosang tseo u li buoang

Abs Pron-this Adj-many Rel-threatening Rel-that you say

‘These many horrifying things that you say’

b) Poss Dem Rel Rel

Ngoana oa mang eo ea sa tšabeng batho ea binang...

1-child Poss-whose Dem-that Rel-lacks respect Rel-who sings

‘Whose shameless child this is who sings’

c) Adj Dem Rel Rel

Linthonyana tse nyane tsena tseo ba li etsang tseo re sa li tsotelleng

10-things Adj-small Dem-these Rel-that they do Rel-which we disregard

‘These minor things they do that we don’t care about’

d) Adj Poss Rel Rel

Mokh'ukh'u o monyane oa masenke o pel'a tsela o shebileng tlaase

3-shack Adj-small Poss-iron Rel-near the road Rel-facing downwards

'A small iron-made shack near the road that is facing down'

e) Quant Poss Rel Rel

Bana bohle ba bashanyana ba lilemo li ka tlase ho leshome ba e'so role likatiba

2-children Quant-all Poss-boys Rel-aged below ten Rel-who are no circumcised

'All under ten uncircumcised male children'

f) Poss Adj Rel Rel

Eane oa Lerotholi e monyenyanane oa lesolenyanane ea tsebang bolo

Dem pron-that Poss-of Lerotholi Adj-small Poss-??? Rel-who knows netball

'That small catholic-affiliated one of Lerotholi who knows soccer'

g) Int Poss Rel Rel

Koloi efe ea Likalaneng e sa tlang e nyolohang hona joale

9-vehicle Inter-which Poss-of Likalaneng Rel-not full Rel-that sets off now

'Which Likalaneng taxi with space that sets off now'.

The frequent occurrence of the Relative is noted as the most recurring in the ordering of four qualificatives. The Relative, therefore, occurs at the extreme right of the substantive, taking the final position in most cases.

3.2.2.4 Ordering Patterns of Five Qualificatives

Besides, the cases of co-occurrence of qualificatives in spoken sentences have been noted. Here, the ordering patterns are found to be typical of a common pattern, thus helping to find the determining factor for such orderings. The following ordering patterns are observed:

27.

a) Poss Adj Rel Rel Rel

Bese ea Kou, e khubelu, e lebanta le lesootho e lebelo e khannoang ke Bushy

9-bus Poss-of Kou Poss-red Rel- with brown line Rel-speedy Rel-driven by Bushy

'The red brown-lined speedy Kou's bus driven by Bushy'

b) Adj Dem Rel Poss Rel

Manyofo-nyofo a mangata ana a sa feleng a motse ona a bakileng lipolaeano

6-conflicts Adj-many Dem-these Rel-on-going Poss-of this village Rel-that have caused deaths

‘These many on-going conflicts of this village that have caused deaths’

c) Enum Poss Rel Poss Rel

Buka e le 'ngoe ea Sesotho e monate ea tsoantšiso eo le e balileng sekolong

9-book Enum-one Poss-of Sesotho Rel-interesting Poss-of drama Rel-that you read at school

‘One interesting Sesotho drama textbook which you read at school’.

d) Quant Dem Rel Poss Rel

Likoloi tsohle tsena tse chipi tsa Majapane tse tletseng Maseru ena

10-vehicles Quant-all Dem-these Rel-cheap Poss-Japanese Rel-that are scattered all over Maseru

‘All these cheap Japanese vehicles scattered all over Maseru

e) Adj Poss Adj Rel Rel

Borikhoe bo bocha ba borenteute bo bosootho bo benyang bo aennoeng haholo

14-trouser Adj-new Poss-of brandhood Adj-brown Rel-shiny Rel-that is well ironed

‘A new brown shiny well-ironed brandwood trouser

f) Dem Adj Rel Rel Rel

Ke eona eno e phatšoa e kapele e hlotsang eo ba e robileng

Cop-it is Dem-that Adj-black and white Rel-in front Rel-crippled Rel-which they have broken

‘That black and white one in front that is limping which they have broken’

g) Poss Poss Rel Poss Rel

Lebitso la ngoana la Sesotho le amohelehang la habo 'ma' e le ka bitsoang ke batho bohle

5-name Poss-of child Poss-of Sesotho Rel-acceptable Poss-maiden Rel-that can be used by everyone

‘A child’s acceptable mother’s maiden Sesotho name that can be used by everyone’

h) Poss Poss Rel Rel Rel

Litsuonyana tsa mahe tsa Sekhooa tse khoarahlana tse letsatsi le leng tse tla behela

10-chicks Poss-layers Poss-Foreign Adj-multi-coloured Rel-one day Rel-that will lay
'Black and white-spotted one day old foreign broilers that will lay more'

i) Poss Adj Poss Rel Rel

Senololo sa kamore se senyane sa mpone-ke-ile se benyang se neng se le mona

7-key Poss-of room Adj-small Poss-padlock Rel-shiny Rel-that was here
'A small shiny room padlock key that was here'

j) Dem Rel Poss Adj Rel

Moriana ona o matla oa seboko o mosehlanyana o botlolong e tala

3-medicine Dem-this Rel-strong Poss-pesticide Adj-yellowish Rel-in a green bottle
'This yellowish strong pesticide in a green bottle'

k) Dem Rel Rel Rel Rel

Motho enoa ea melato ea bolotsana ea hloakang botho ea ipokeletseng ka sesole

1-person Dem-this Rel-corrupt Rel-dishonest Rel-inhumane Rel-who is surrounding
himself with the army
'This corrupt dishonest inhumane person who surrounds himself with the army'

l) Dem Poss Poss Rel Rel

Motsamaisi enoa oa bona oa pina ea hloahloa ea tšabanang le bona

1-leader dem-this Poss-their Poss-of music Rel-active Rel-wo cares for them
'This active music leader of theirs who cares for them'.

Looking at the ordering patterns, it is noted that the possessive, adjective, relative and the demonstrative are the most occurring qualificatives while the quantifier and the enumerative are the least occurring qualificatives. The number five of the qualificatives in a single substantive phrase is attained due to co-occurrences of some qualificatives, with the qualificatives stacked as the possessive, relative and adjectives. Although there are instances of occurrence of more than one adjective noted, they are separated by other qualificatives.

The recurrence of the possessive is noted and the maximum of two consecutive possessives is observed in phrases 27(g, h & i). However, as noted earlier more than two possessives are realised

although albeit being separated by a different qualificative. Up to a maximum of four relatives co-occur in a single phrase as in example 27(k) above, and repeated below:

28.

Dem Rel Rel Rel Rel

Motho enoa ea melato ea bolotsana ea hlokang botho ea ipokeletseng ka sesole

1-person Dem-this Rel-corrupt Rel-dishonest Rel-inhumane Rel-who is surrounding
himself with soildiers

‘This corrupt dishonest inhumane person guarded by the army’.

However, the data reflect few phrases comprising five consecutive qualificatives, compared to three and four consecutive qualificatives noted above. They more often appear in spoken language than in written language. This might suggest rare, though possible instances, the aspect which apparently warrants further research.

3.3 Data from Texts

This section deals with sentences picked from *Liapole tsa Gauda* and *Mosikong oa Lerato*. As pointed out earlier, the two texts were varied in years of publication to respond to the dynamics of language. Out of 189 collected sentences, 73 are from the texts. The sentences collected each have more than one qualificative following the substantive. The noun phrases examined display some syntactic relations between the substantive and its dependents. The existing aspects have been compared, with the newly observed relations being interpreted and explained.

Looking at most of the selected phrases, it is observed that the substantive that is qualified precedes the words that modify it. The substantive in the data takes the form of a noun with a few cases where it is a qualificative pronoun. The absence of a substantive in some cases, renders the first qualificative in a list a qualificative pronoun while the other succeeding qualificatives remain modifiers. There are no cases of an absolute pronoun occupying the substantive slot as it was the case in the spoken sentences. The absolute pronouns appear as appositives of the noun for emphasis. This means that they are not standing for the noun, but are used in conjunction with the noun as in the following examples:

29.

a) *Phaposi eona eane eo a neng a siiloe ka ho eona*

9-room 9-it Dem-that Rel ind-he was left in

‘That very same room in which he was left.’

b) *Moqebelong oona oo, oo Leseli a neng a imetsoe*

Adv-Saturday 9-it Dem-that Rel-ind-which Leseli was depressed

‘That very Saturday on which Leseli was depressed’.

In the two sentences above, the absolute pronouns, *eona* and *oona* belong to classes 9 and 3 respectively. Their use in the sentences is not representative of the noun but emphatic. According to Doke and Mofokeng (1985), when the absolute pronoun is in apposition to the noun, it expresses emphasis. The absolute pronoun can be interpreted to mean ‘that very’. In phrase 29(a) it refers to the noun *phaposi* ‘room’ while in phrase 29(b) it lays emphasis on the temporal adverb derived from the noun *moqebelo* ‘Saturday’. On the basis of this, it can be concluded that in writing the substantive takes the form of a noun or a derived adverb.

The concept of floating quantifier is not reflected in written sentences. In almost all the sentences, the qualificative immediately follows the substantive which it modifies. The concept of floating quantifier, which is observed to occur across qualificatives in spoken sentences, has an element of an afterthought. The split of a substantive and a qualificative (appearing in different phrases), can be regarded as a reconsideration. It sounds like the speaker felt like there is some missing information in the main subject NP that needs to be added. Therefore, written language lacks this aspect because it is planned and organised while spoken language is not organised and re-altered.

It has further been observed that the concept of extended phrases applies to both written and spoken sentences. In extended phrases, the qualificatives refer to the closest substantive and not to the NP subject antecedent. It is further noted that in most of the sentences composed of more than two qualificatives, some qualificatives refer to the closest substantive and not to the main substantive antecedent in the written data. Such phrases are demonstrated below:

30.

a) *Empa botebo **bohle** **ba** **lerato** **la** **hae***

Conj- 14-depth Quant-all Poss-of love Poss-his

‘But the depth of his love’

b) *Matsatsi **a** **bosula** **a** **bophelo** **ba** **hae***

6-days Rel-bad Poss-of life Poss-his

‘His bad life days’.

The bolded words are qualificatives but in each of the two examples, the last qualificative does not refer to the main substantive but to the noun immediately preceding it. The possessive *la hae* has a concordial agreement with the qualificative stem *lerato*, but not with the main substantive *botebo*. Similarly, in phrase 30(b) the possessive *ba hae* adds information to the noun *bophelo* that immediately precedes it and not *matsatsi* ‘days’ which the first two qualificatives refer to. This, therefore, shows the extension of the possessive phrases in written phrases.

The sentences from the written texts also reflect the frequent occurrence of the relative. The relative has two types, namely the direct and indirect relatives, which Guma (1971) differentiates on the basis of their concordial agreement. For him, the direct relative shows a concordial agreement between the antecedent and the relative qualificative while with the indirect relative the antecedent is distinct from the subject of the relative clause, without any concordial agreement between the two. The following illustrate:

31.

a) *Khorong **ea** **lerako** **e** **tsoelang** **kantle***

Adv- at the cliff Poss-of the wall Rel dir-that goes out

‘At the cliff of the wall that goes out’

b) *Liqilikoe **tse** **ling** **tseo** **motho** **a** **ntseng** **a** **sa** **li** **tsebe***

10- balls Adj-some Rel-Indir- that a person does not know

‘Some round balls that are not known to the person’.

In phrase 31(a) above, the antecedent *khorong* is directly qualified by the Relative *e tsoelang kantle*. There is, therefore, concordial agreement between the two in that *khorong* is derived from Class 9 noun *khoro* and the relative agreement morpheme for this class is /-e-/. Although the

antecedent is an adverb, it is nominally derived hence qualified. On the contrary, the antecedent *liqilikoe* is not the subject of the relative predicate.

Further observations include the omission of the substantive in written sentences. Here, the context does not assist in predicting the referent. However, due to the rich agreement system of the Sesotho language and the words used facilitate the understanding of the implied substantive. The writer and the reader have shared knowledge, with the ordering not necessarily specifying the substantive being qualified. The preceding qualificative acquires the pronominal status as exemplified:

32.

Ba bolellana tse monate tsa lipelo tsa bona

Pred- they share Rel-exciting Poss- of their hearts

*‘They share the exciting of their hearts’.

The qualificative *tse monate* occupies the pronominal position and it is modified by its successor. Both the qualificative pronoun and the qualificative (Possessive) show correspondence with a noun from class 10 and the insertion of a noun from any other class will render the sentence unacceptable. This relates to the notion of the pro-drop typical of Bantu languages as opposed to English as a Germanic language, thus marking the awkwardness of the translated part.

The recurrence of some qualificatives is also noted in written sentences, the most observable of which are the relative, the possessive and the adjective. These qualificatives, borrowing Tesnière’s (2015) terminology, are classified into attributional and relational qualificatives. The relative and the adjective are attributional because they ascribe quality or quantity to the substantive while the possessive is relational because of designating a relationship the substantive is in with a person, a temporal or a locative incident. With the possessive which has two subdivisions, namely the direct and the descriptive, the direct possessive takes precedence in cases of co-occurrence.

33.

a) *Baeti ba hae ba bohlokoa*

2-visitors Poss-his Poss-important

‘His important visitors’

- c) *Liapole tsa hae tsa gauda*
10-apples Poss-his poss-of gold
'His gold apples'.

In both examples, the first possessives directly show the relation of possession; the second, although similar, does not show any possessive relation.

It is further noted that in spoken language the substantive can appear as a stem in a list of qualifying words. This aspect is very rare involving the phrases which are structured differently, placing the substantive in its position as shown in (34) below:

34.

- a) *Konopo e 'ngoe ea tse ka holimo tsa se-ea- le-moea*
9-button Adj-one of Poss-of the upper Poss-of the radio
'One of the upper buttons of the radio'
- b) *Mosali e mong oa bane ba bane*
1-woman Adj-one of Poss-of those Adj-four
'One of those four women'

Instead of

- c) *E 'ngoe ea **likonopo** tse ka holimo tsa se-ea-le-moea*
'One of the upper buttons of the radio'
- d) *E mong oa **basali** bane ba bane*
'One of those four women'.

However, as indicated, this concept seems rare in written sentences compared to spoken sentences. Although the two patterns comprise similar words, the ordering brings in semantic differences. With the former, the interpretations in 34 (a & b) are 'another upper button' and 'another woman' and the latter orderings 34 (c & d) can be interpreted as 'one of the upper buttons' and 'one of the four women', respectively. This concept is notable with numeral adjectives in the presented data and is associated with the stem *-ngoe~ng*. However, it appears that other adjectival stems of number can be used thus. For example:

35.

a) *Ba babeli ba bana ba hae*

Adj Pro- two Poss-of children Poss-her

‘Two of her children’

b) *Tse tharo tsa linku tsa hae*

Adj Pron-three Poss-of sheep Poss-his

‘Three of his sheep’.

Written language portrays some features that differentiate it from spoken language. Since communication between the writer and reader is remote, some conventions should be considered to enhance the understanding of the intended meaning. Syntactic structures, punctuation marks used, choice of words, amongst others, replace gestures, facial expressions and body movements that are used in spoken discourse. However, the substantive phrase in both forms of language performs the similar function, with the same structure. Few differences that are noted such as the missing substantive and floating quantifiers are for stylistic purposes and are catered for by the shared knowledge between both the speaker and the listener.

3.3.1 Ordering Patterns of Two Qualificatives

The data present a maximum of four qualificatives in a single substantive phrase. The qualificatives identified bear a concordial agreement with the substantive which they modify. As stated earlier, phrases chosen for the purposes of this study have a minimum of two qualificatives in a single substantive phrase. From phrases with two qualificatives, the following ordering patterns were identified:

36.

a) **Dem Poss**

Matona ana a morena

6-Headmen Dem-these Poss-of the chief

‘These Headmen of the chief’

b) Adj Rel

Morena.... e moholo ea neng a busa mafatše a mangata

1-chief Adj-great Rel-who reigned over many villages

‘A principal chief who reigned over many villages’

c) Quant Poss

Botebo bohle ba lerato

14-depth Quant-all Poss-love

‘All the depth of his love’

d) Quant Rel

Mefuta eohle eo motho a kileng a e bona

4-types Quant-all Rel-that one has ever seen

‘All kinds that one has ever seen’

e) Rel Rel

Monko o monate o tsoang lipaleseng

1-scent Rel-nice Rel-coming from flowers

‘Nice scent that comes from flowers’

f) Rel Poss

Lipitikoenyane tse benyang tsa mollo

10-roundy objects Rel-shiny Poss-of fire

‘Shiny roundy objects of fire’

g) Poss Poss

Baeti ba hae ba bohlokoa

2-visitors Poss-his Poss-important

‘His important visitors’

h) Poss Adj

Liapole tsa gauda tse peli

10-apples Poss-gold Adj-two

‘Two golden apples’

i) Dem Rel

Mosa ona oo a o bonang

3-kindness Dem-this Rel-that he sees

‘This kindness that he sees’

j) Poss Rel

Khorong ea lerako e tsoelang kantle

Adv-fortress poss-of the wall Rel-that exits

‘The fortress at the exit of the wall’

k) Poss Quant

Liapole tsa gauda tsohle

10-apples Poss-gold Quant-all

‘All the golden apples’

l) Adj Poss

Leqoqolo le leng la sefonthoane

5- right-hand man Adj-another Poss-gigantic

‘One gigantic right-man’

m) Enum Poss

Khaba e le 'ngoe ea koe

9-spoon Enum-one Poss-of snuff

‘One spoon of snuff’

n) Adj Adj

Bana ba bane ba bacha

2-children Adj-four Adj-young

‘Four young children’

o) Dem Adj

Basali bane ba babeli

2-women Dem-those Adj-two

‘Those two women’.

It is observed that six of the qualificatives are reflected in the data, namely the adjective, the relative, the possessive, the demonstrative, the quantifier and the enumerative. The most recurrent are the adjective, the possessive, quantifier, the relative and the demonstrative. The enumerative

is the least occurring qualificative. The co-occurrence of the relative, the possessive and the adjective is noted as reflected in 36(e), (g) and (n) respectively.

3.3.2 Ordering Patterns of Three Qualificatives

Noticeable here are three qualificatives occurring in a single substantive phrase in written sentences. As noted, in some instances, the three qualificatives recur in a single substantive phrase. Examining the phrases, the following ordering patterns are observed:

37.

a) Adj Poss Rel

Sefate se seng sa mohlolo seo e neng e le sona to!

7-tree Adj-another Poss-miraculous Rel-that was the only one

‘Some miraculous tree which is the only one’

b) Dem Poss Rel

Litholoana tsena tsa sona tseo a neng a sa li je le ho li ja

10-fruits Dem-these Poss-its Rel-that he would not even eat

‘These fruits of it (the tree) which he does not even eat’

c) Quant Poss Poss

Liapole tsohle tsa ka tsa gauda

10-apples Quant-all Poss-mine Poss-of gold

‘All my golden apples’

d) Rel Rel Rel

Linatla tse mali a matle tse shahlileng tse bonahalang hantle...

8-giants Rel-able bodied Rel-healthy Rel-that clearly show...

‘Handsome healthy giants that clearly show...’

e) Dem Rel Rel

Litaba tsena tse malimabe tse buuoang hohle mona

10-issues Dem-these Rel-immoral Rel-that are said all over here

‘All this immoral news that are spoken all over here’

f) Poss Poss Rel

Teroneng ea hae ea gauda e khabisitsoeng ka majoe a bohlokoa

Adv-on the throne Poss-his Poss-of gold Rel-that is decorated with valuable stones

‘On his golden throne which is decorated with valuable stones’

g) Poss Poss Poss

Tseleng ea rona ea mehla ea tšebetso

Adv-on the way Poss-our Poss-daily Poss-of doing things

‘Our normal way of doing things’

h) Rel Poss Rel

Mokoko o fepehileng oa 'Malekupa oo a neng a o beheletse ka thoko

3-cock Rel- well fed Poss-of 'Malekupa

‘‘Malekupa’s well-fed cock that she has kept aside’

i) Dem Poss Adj

Ngoanana eo oa hae e mocha

1-girl Dem-that Poss-his Adj-new

‘That new girl of his’

j) Poss Rel Rel

Moalong oa bona o sepharahali o neng o namme haholo

Adv-on the bed Poss-their Rel-wide Rel-that was much stretched

‘On their very wide stretchy bed’

k) Dem Poss Dem

Mosali enoa oa motho enoa

1-woman Dem-this Poss-of this person

‘This woman of this person’

l) Poss Dem Adj

E mong oa basali bane ba babeli

Qual Pron-one Poss-of women Adj-two

‘One of those two women’.

In the above listed examples, it is noted that the demonstrative, the relative, and the possessive are the most occurring while the adjective and the quantifier are the least occurring. The recurrence of the relative and the possessive is also noted. With the relative, two instances of recurrence are

observed namely two and three relatives in a single substantive phrase. In both cases, the direct relative takes precedence while the indirect follows. Similarly, the recurrence of the possessive is two-fold. That is, two and three possessives in a single phrase are noted. The direct and descriptive types are used in a single phrase and in both instances the direct takes precedence.

Examples 37(k & l) display different patterning although they appear to have three qualificatives. In phrase (k), the two demonstratives refer to different antecedents that appear in a single phrase. The former points to *mosali* ‘woman’ the main antecedent of the phrase while the latter points to *motho* ‘person’ a possessive stem. Thus, the second qualificative (possessive) is extended making the phrase consist of two qualificatives not three as presented above. On the contrary, example 36(l) seems to comprise four qualificatives while it actually does not. The absence of a substantive in the form of a noun or an absolute pronoun renders *e mong* a qualificative pronoun which is a substantive. The possessive stem *basali* is modified by a demonstrative *bane* and an adjective *ba babeli*. It is observed, therefore, that *e mong oa basali* is a substantive while both the demonstrative and the adjectives are the consecutive qualificatives modifying it.

3.3.3 Ordering Patterns of Four Qualificatives

As it was earlier mentioned, the written sentences exhibit occurrence of four qualificatives in a single phrase. The combination of the adjective, the possessive and the relative is noted with the relative to the extreme-right and the adjective occurring closer to the substantive. Two such cases are noted below:

38.

a) Adj Poss Poss Poss

Tse ling tsa liapole tsa ka tsa gauda

Qual Adj Pro-some Poss-of apples Pos-mine Poss-of gold

‘Some of my golden apples’

b) Adj Poss Rel Rel

Sefate se seng sa mohlolo se tsietsang kelello ea motho se hlollang ruri

7-tree Adj-one Poss-miraculous Rel-that puzzle one’s mind Rel-very mysterious

‘some miraculous puzzling tree that amazes people’

c) Adj Poss Poss Rel

Konopo e 'ngoe ea tse ka holimo tsa se-ea-le-moea e ngotsoeng MW

9-button Adj-one of Poss-of the upper Poss-of the radio Rel-that is written MW

‘One of the top buttons of the radio that is written MW’.

Looking at the substantive phrases in (38) above, it can be observed that each consists of four consecutive qualificatives. However, one of the qualificatives in phrase (a) functions as a pronoun due to the absence of a substantive. The qualificative pronoun is seemingly extended, having the noun *liapole* ‘apples’ as a possessive stem that is modified by two possessives, *tsa ka* and *tsa gauda*. Therefore, although there appear to be four qualificatives, they do not refer to the main antecedent; as such, they may not be considered relevant to this category. The recurrence of both the relative and the possessive is noted in the given examples. In instances where both the possessive and the relative occur, the former takes precedence. Rare occurrence of four qualificatives can, therefore, be noted in a single phrase in written discourse.

3.4 Data from Questionnaires

In this section, ordering patterns that are alternatives of the sentences from casual conversations and written texts are examined. As noted earlier, some sentences were presented to the mother tongue speakers for their grammaticality judgements. Ten sentences were extracted from different categories of ordering patterns starting with two qualificatives and ending with five qualificatives. The phrases were presented to the participants to seek their views regarding acceptability and to find out if there are any possible alternative orderings.

3.4.1 Alternative Ordering Patterns of Two Qualificatives

As stated above, this section examines the phrases that comprise two consecutive qualificatives each. Ten of the phrases were presented to mother tongue speakers for their judgement. The ordering patterns were as follow:

39.

a) Poss Rel

b) Rel Poss

c) Adj Poss

- d) Adj Rel
- e) Adj Poss
- f) Poss Rel
- g) Dem Poss
- h) Adj Rel
- i) Poss Rel
- j) Adj Rel

The speakers, therefore, not only approved the ordering patterns as presented, but they also suggested other possible re-orderings. It can be noted that most of the ordering patterns of the two qualificatives attested to are easily alternated. However, the two noted extraordinary cases are (f & g) which could not be alternated and are written below for ease of reference:

40.

a) Subs **Poss Rel**

Boholo ba bana ba kenang sekolo moo

14-most Poss-of children Rel-who attend school there

‘Most of the children who attend school there’

b) Subs **Dem Poss**

Taba eno ea bona eona

9-issue Dem-that Poss-their

‘That issue of theirs’.

Looking at example 40 (a), it can be noted that the relative clause *ba kenang sekolo moo* does not modify the main antecedent *boholo*, but the possessive stem *bana*. Otherwise, an attempt to change its position relates it to the noun *boholo* resulting in obscure meaning as in:

41.

**Boholo ba kenang sekolo moo ba bana*

Looking at phrase 40 (b), the demonstrative *eno* is followed by the Possessive *ea bona* and exchanging the positions affects the meaning of the resulting substantive phrase as exemplified below:

42.

**Taba ea bona eona eno*

This can be attributed to the specificity of the demonstrative. As Lusekelo (2009) observed, the demonstratives is referred to as adnominal and it indicates definiteness/specificity. Although the demonstrative used here does not occupy the prenominal position, it specifies the substantive to which it refers.

3.4.2 Alternative Ordering Patterns of Three Qualificatives

Similarly, with the three consecutive occurring qualificatives, the ten phrases were presented to the mother tongue speakers for their grammaticality judgements. The following ordering patterns were selected:

43.

- a) Int Rel Poss
- b) Quant Poss Rel
- c) Poss Poss Rel
- d) DemPoss Rel
- e) Dem Adj Rel
- f) Dem Poss Poss
- g) Quant Dem Rel
- h) Dem Rel Rel
- i) Adj Poss Rel
- j) Dem poss Rel

The observation is that most of the qualificatives can change positions. They can immediately follow the substantive which they modify; they can occur phrase-medially and/or phrase-finally

except for the demonstrative. With some of the qualificatives, varying positions has an effect on the intended meaning of the phrase as shown in example (44) below:

44.

- a) *Lipetlele tsa rona tsa likereke tse fapaneng*
8-hospitals Poss-ours Poss-of churches Rel-different
'Our hospitals owned by different churches'
- b) *Lipetlele tsa likereke tsa rona tse fapaneng*
8-hospitals Poss-of churches Poss-ours Rel-different
'Hospitals owned by our different churches'
- c) *Lipetlele tsa rona tse fapaneng tsa likereke*
8-hospitals Poss-our Rel-differen Poss-of churches
'Our different hospitals owned by churches'.

It can be observed that while both *lipetlele* and *likereke* belong to the same noun class, with the same prefix /li/, they function differently in the original phrase. The former is the main antecedent (head word); the latter is the possessive stem. Alternating the positions of the qualificatives, mostly the relative clause *tse fapaneng*, results in ambiguities, making the phrase have more than one interpretation as illustrated in (44).

The different meaning is realised through the re-ordering of words in some phrases such as *Poresitente ena ea mehleng ea Nigeria* 'This former president of Nigeria'. The possible ordering patterns given are:

45.

- a) **Poss Dem Poss**
Poresitente ea mehleng ena ea Nigeria
'The **modern** president of Nigeria'
- b) **Dem Poss Poss**
Poresitente ena ea Nigeria ea mehleng
'This **former** president of Nigeria'

c) Poss Poss Dem

Poresitente ea Nigeria ea mehleng ena

‘The **current** president of Nigeria’.

The difference in meaning results from the movement of the Demonstrative to different positions. The Demonstrative qualifies the element immediately preceding it and it changes meaning in accordance with the word being qualified. For example, when modifying the noun *poresitente*, it bears the meaning ‘this’ but when modifying *ea mehleng* it means the current. This could be attributed to its propensity of specificity or definiteness. The frequent occurrence of the relative to the extreme-right of the substantive is further noted. However, the relative is not fixed to that position and can be moved to other positions as well.

3.4.3 Alternative Ordering Patterns of Four Qualificatives

As seen in both written and spoken examples, there were substantive phrases comprising four consecutive qualificatives. The ten phrases presented to the mother tongue speakers bear the following ordering patterns:

46.

- a)** Rel Adj Poss Rel
- b)** Adj Poss Rel Rel
- c)** Dem Quant Rel Poss
- d)** Adj Poss Rel Poss
- e)** Dem Adj Rel Rel
- f)** Dem Poss Poss Rel
- g)** Inter Adj Poss Rel
- h)** Poss Dem Rel Rel
- i)** Dem Poss Adj Poss
- j)** Adj Rel Poss Rel

The ordering patterns above were all acknowledged by the mother tongue speakers coupled with a series of possible ordering patterns. Therefore, it can be observed that the more the number of qualificatives, the more the variety of possible ordering patterns. Looking at phrases 28 and 29 in

appendix 2, it can be observed that they are associated with fewer ordering patterns. The former consists of the Interrogative *oa mang* ‘whose’. It is assumed that the options are few because of the fixed *wh-word* that seems to occur closer to the substantive. Changing the position of the *wh-word* tends to obscure the meaning. Similarly, phrase 29 has fewer ordering alternatives due to the restricted movement of the Demonstrative. The appearance of the Demonstrative closer to the substantive is influenced by its specificity/definiteness feature.

Looking at other phrases, there is freedom of movement of their elements. They occur to the left, closer to the substantive, at the centre and at the extreme-right far from the substantive. In several instances, several options even hinder detection of the preferred order. More than thirty possible ordering patterns are observed with the preferred order of some phrases not easily identified.

3.4.4 Alternative Ordering Patterns of Five Qualificatives

The maximum number of qualificatives in a single substantive phrase is five. The number is arrived at by the recurrence of some qualificatives. The data reflect the maximum of four recurring qualificatives in a single substantive phrase.

47.

Dem Rel Rel Rel Rel

Motho enoa ea melato ea bolotsana ea hlokang botho ea ipokeletseng ka sesole

1-person Dem-this Rel-corrupt Rel-dishonest Rel-inhumane Rel-is surrounding himself with soldiers

‘This corrupt dishonest inhumane person who is surrounding himself with the army’.

Although the data were drawn from both spoken and written language, the former comprises phrases with five consecutive qualificatives. The latter reflects a maximum of four qualificatives in a single phrase. The data reflect very few phrases with five qualificatives some of which albeit being rare are possible.

3.5 Conclusion

The data reveal that the concept of qualificative is a modifier. From the Minimalist perspective, modifiers are recursive and merged through binary branching to the same antecedent in a single

phrase. Both the written and spoken sentences reflect a consecutive occurrence of the qualificatives in a single substantive phrase. Different ordering patterns were also identified, with the maximum of five qualificatives in a single phrase, more especially in spoken sentences. The number is attained by recurrence of some qualificatives, mostly the adjective, the relative, and the possessive. In such instances, different semantic sets are depicted.

In addition, the rule of freedom of occurrence has been noted from the data, particularly the cases of occurrence of two qualificatives most of which ordering patterns being easily reversed. Also noticeable is that the qualificatives are not fixed in any of the positions except for only extended qualificatives and the demonstrative. The demonstrative in some phrases is fixed to the position closer to the substantive, with any change of its position leading to obscure meaning. The ordering patterns of three, four and five qualificatives reveal reversibility and frequent occurrence of the relative at the extreme-right of the substantive. Finally, the more the number of qualificatives in the phrase, the more the number of the ordering patterns, the feature which hinders any identification of the preferred order in such cases.

CHAPTER 4

QUANTITATIVE ANALYSIS OF DATA AND DISCUSSION

4.1 Introduction

The previous chapter dealt with the descriptive analysis of data. This chapter presents the numeric description of the data. The former approach features verbal data while the latter presents the numeric data. This, therefore, suggests the use of both the qualitative and quantitative methods of data analysis, which, according to English, Fielding, Howard and Van de Merwe (2006), validate the findings of each method. The descriptive method seeks to establish the relationship between the elements of the substantive phrase and to identify the possible ordering patterns. This dual-approach helps to shed more light on the phenomena in focus. The numeric description also helps the researcher to identify both the frequent, the most salient qualificative and ordering patterns of the qualificatives in cases of their consecutive appearance in a single substantive phrase. The data from each group is categorised into the number of qualificatives in each phrase, starting with the phrase with two qualificatives. A number of ordering patterns in each class and the frequency of occurrences of ordering patterns are presented numerically using tables. The findings are then compared to test the thesis statement of the study introduced in Chapter 1.

The chapter is divided into four main sections. In section 4.2, the data gathered from casual conversations of mother tongue speakers are looked at while data collected from written texts are dealt with in Section 4.3. Section 4.4 presents alternative ordering patterns provided by Sesotho speakers. Finally, Section 4.5 concludes the chapter.

4.2 Frequency of Occurrence in Spoken Phrases

As stated earlier, spoken sentences reveal the maximum of five consecutive qualificatives in a single substantive phrase. The number is reached by re-appearance of some qualificatives. This section, therefore, examines the substantive phrases collected from casual conversations looking at the frequent occurrences of different qualificatives, the syntactic relation that obtains between the qualificatives and the substantive which they qualify and the frequent occurrences of different ordering patterns as reflected in the data.

4.2.1 Frequency of Occurrence in the Phrases with Two Qualificatives

From the data, we observe the total of 116 sentences collected from casual conversations of mother tongue speakers. Of the 116 phrases, 32 comprise substantive phrases with two consecutive qualificatives. A case of a sentence with two more substantive phrases embedded is noted, thus increasing the total number of substantive phrases. Thus the total number of phrases with two qualificatives is examined with the intention to identify the preferred ordering pattern and to establish the positioning of qualificatives in relation to the substantive.

Table 4.1 Spoken Phrases with Two Qualificatives

Ordering Patterns	Frequency of occurrence	Examples
Subs Adj Enum	1	<i>Bana ba bang ba bang</i> 2-children Adj-some Enum-lone 'Some lone children'
Subs Poss Adj	1	<i>Eane oa Thabo e moholo</i> Dem pron-that Poss-of Thabo Adj-elder 'That elder one of Thabo'
Subs Adj Poss	7	<i>Lisebelisoa tse ling tsa sepolesa</i> 8-accessories Adj-some Poss-of police 'Some police accessories'
Subs Poss Poss	5	<i>Moralo oa mantlha oa lichelete</i> 3-plan Poss-basic Poss of finances 'The basic financial plan'
Subs Poss Rel	6	<i>Boholo ba bana ba kenang sekolo</i> 14-most Poss-of children Rel-who attend school 'Most of children who attend school'
Subs Dem Poss	4	<i>Setsi seo sa Senkatane</i> 8-centre Dem-that Poss- of Senkatane 'That Senkatane centre'

Subs Adj Rel	4	<i>Qholotso e kholo eo ba tobanang le eona</i> 9-challenge Adj-biggest Rel-that they are facing 'The biggest challenge that they face'
Subs Rel Poss	3	<i>Maemo a hlakileng a leholimo</i> 6-conditions Rel-clear Poss-of weather 'Clear weather conditions'
Subs Dem Rel	1	<i>Taba ena e ba hlabileng</i> 9-issue Dem-this Rel- that has hurt them 'This issue that has hurt them'
Subs Quant Rel	1	<i>Batho ba bokane bohle ba nang le thahasello</i> 2-people Pred-are gathered Quant-all Rel-who are interested 'All the people who are interested are gathered'
Subs Quant Poss	1	<i>Matichere ohle a likolo</i> 6-teachers Quant-all Poss-of schools 'All school teachers'
TOTAL 11	34	

The data show that occurrence of the possessive (27) outnumbered that of other qualificatives. It is followed by both the relative (15) and adjective (13) respectively. Other qualificatives occur as follows: demonstrative (5), quantifier (2) and the enumerative (1). This, therefore, shows that the total of six qualificatives is observed in this group of data. However, this does not mean that other qualificatives such as the interrogative may not occur. It is further observed that both the possessive and the adjective occur closer to the substantive while the relative occupies the phrase-final position. The most commonly used sets are the Adj Poss and Poss Rel with seven and six instances of occurrence respectively.

4.2.2 Frequency of Occurrence in the Phrase with Three Qualificatives

The data show 36 phrases that consist of three qualificatives. As was stated in the preceding sections, some of the qualificatives occur more than once in a single phrase. Of the 36 phrases noted, 26 ordering patterns are noted. The sequences with the substantive in the left- hand-side initial position are as follows:

Table 4.2 Spoken Phrases with Three Qualificatives

Ordering Patterns	Frequency of occurrence	Examples
Subs Adj Rel Poss	1	<i>Leano le letle le hlakileng la naha</i> 5-policy Adj-good Rel-clear Poss-of the country 'A good clear policy of the country'
Subs Poss Dem Poss	1	<i>Melemoea sehlahisoa sena sa rona</i> 4-benefits Poss-of product Dem-this Poss-of us 'The benefits of this product of ours'
Subs Int Rel Poss	1	<i>Lebitso lesele leo a sa le rateng la habo 'mae</i> 5-name Int-different Rel-which he does not like Poss- maiden 'A different maternal name which he does not like'
Subs Poss Poss Rel	1	<i>Lipetlele tsa rona tsa likereke tse fapaneng</i> 8-hospitals Poss-our Poss-churches Rel-different 'Our different churches' hospitals'
Subs Quant Rel Rel	1	<i>Ntho tsohle tse reng uena tseo u li sihileng mona</i>

		10-things Quant-all Rel-that belongs to you Rel-that you have left here ‘All the things that belong to you which you left her’
Subs Dem Adj Rel	1	<i>Mosebetsi ona o motle oo le ntseng le tsoela pele ho o etsa</i> 3-work Dem-this Adj- wonderful Rel-that you are doing ‘This wonderful job that you continue doing’
Subs Dem Poss Poss	2	<i>Poresitente ena ea mehleng ea Nigeria</i> 1-President Dem-this Poss-former Poss- of Nigeria ‘This former Nigerian president’
Subs Quant Dem Rel	1	<i>Batho bohle bana bao le ba bonang mona</i> 2-people Quant-all Dem-these Rel- that you see here ‘All these people that you see here’
Subs Adj Poss Poss	2	<i>Libuka tse ngata tsa Sesotho tsa sebopeho-puo</i> 10-books Adj-many Poss-of Sesotho Poss- of grammar ‘Many Sesotho grammar book’
Subs Quant Rel Poss	3	<i>Batho bohle ba re phalletseng ba motse ona</i> 2-people Quant- all Rel-who assisted Poss-of this village ‘All the people of this village who assisted us’

Subs Poss Poss Rel	2	<i>Taba ea rona ea mantlha eo re e tšohlang</i> 9-taba Poss-our Poss-main Rel-that we discuss 'Our main issue that we discuss'
Subs Int Poss Rel	1	<i>Moriana ofe oa seboko oo u buoang ka oona</i> 3-medicine Int-which Poss-of worm Rel-that you talk about 'Which pesticide are you talking about?'
Subs Dem Quant Rel	3	<i>Lipampiri tseno tsohle tse qhalakaneng hohle</i> 10-papers dem-those Quant-all Rel- that are scattered all over 'All those papers that are scattered all over'
Subs Dem Poss Rel	4	<i>Lekechara ena ea PHI e tenang</i> 5-lecturer Dem-this Poss-of PHI Rel-disgusting 'This disgusting PHI lecturer'
Subs Poss Quant Rel	1	<i>Batho ba Roma mona bohle ba rekisang seterateng</i> 2-people Poss-of Roma Quant-all Rel-who are vendors 'All the people of Roma who are vendors'
Subs Dem Poss Adj	1	<i>Maoto ana aka a mabeli</i> 6-feet Dem- these Poss- mine Adj-two 'These two feet of mine'
Subs Rel Int Rel	1	<i>Lijo tse monate life tseo u sa re nehang</i> 8-food Rel-delicious Int-which Rel-you did not provide

		‘Which delicious food that you did not give to us’
Subs Adj Adj Rel	1	<i>Esence e ntle e tšesane e kopaneng</i> 9-essence Adj-beautiful Adj- small Rel-solid ‘Small solid beautiful essence’
Subs Poss Rel Rel	1	<i>Libuka tsa khale tse tabohileng tse se nang maqephe</i> 10-books Poss-old Rel-torn Rel-pageless ‘Old page less torn books’
Subs Dem Rel Rel	1	<i>Mantsoeng aa ao ke a ngotseng a latellanang</i> Adv-on words Dem-these Rel-that I have written Rel-that follow each other ‘In these consecutive words that I have written’
Subs Poss Enum Poss	1	<i>Morero oa ka o le mong oa mantlha</i> 3-plan Poss-mine Enum-one Poss-major ‘My only major plan’
Subs Poss Adj Adj	1	<i>Khomo tsa ntate tse ntle tse khunoana</i> 10-cattle Poss-of my father Adj-beautiful Poss-red ‘My father’s beautiful red cattle’
Subs Rel Poss Rel	1	<i>Lefu le bohloko la sefapano le eisehang</i> 5-death Poss-touching Poss-of cross Rel-undermined ‘Touching undermined cross death’
Subs Int Rel Dem	1	<i>Motho ’ngoe ea hoelehelitseng eo</i> 1-person Int-what Rel-shouting Dem-that ‘What kind of person is that one shouting’

Subs Adj Poss Rel	1	<i>Thipa e ntle ea bohobe e bohale</i> 9-knife Adj-beautiful Poss-of bread Rel- sharp 'A beautiful sharp bread knife'
Subs Quant Rel Poss	1	<i>Litereke tsohle tse leshome tsa Lesotho</i> 8-districts Quant-all Rel-ten Poss-of Lesotho 'All the ten districts of Lesotho'
Total 26	36	

Looking at Table 4.2 above, it is noted that of the 36 phrases comprising three qualificatives, 26 ordering patterns emerge. The sequence of Dem Poss Rel (4) outnumbers the other sequences. Three occurrences of the sequences Quant Rel Poss and Dem Quant Rel are noted. Examining the sequences, it is further observed that the demonstrative occurs closer to the substantive in 12 instances followed by the possessive with 8 instances.

Also significant is that the occurrence of the relative (28) outnumbers that of other qualificatives and the possessive comes second with 25 occurrences. Other qualificatives occur as follows: the demonstrative (14), the quantifier (10), the adjective (8), the interrogative (4) and the enumerative (1) respectively. Of the 28 instances of the occurrence of the relative, only one instance of its occurrence closer to the substantive is noted. Most of the appearances of the relative are at the extreme-right of the substantive being qualified, as evidenced by the statistics (17). In general, the occurrence of six qualificatives is noted. It is further observed that the possessive is the most recurring qualificative with nine instances in all.

4.2.3 Frequency of Occurrence in the Phrase with Four Qualificatives

The recurrence of the qualificative as a modifier, from the Minimalist perspective yields an infinite number of qualificatives in a single substantive phrase. This sub-section presents the substantive phrases with four consecutive qualificatives to be examined in order to establish the most occurring qualificative and its position in relation to the substantive. The number of sequences is also studied to achieve the main objective of the study. As demonstrated by the statistics, 31 phrases with four consecutive qualificatives are highlighted below:

Table 4.3 Spoken Phrases with Four Qualificatives

Ordering Patterns	Frequency of occurrence	Examples
Subs Poss Enum Poss Rel	1	<i>Morero oa ka o le mong oa mantlha oo kelakatsang ho o phetha</i> 3-plan Poss-mine Enum-one Poss- main Rel-that I wish to fulfil ‘My one main plan that I wish to fulfil’
Subs Dem Adj Rel Rel	2	<i>Lintho tsena tse ngata tse tšosang tseo u li buoang</i> 10-things Dem-tsena Adj-many Rel- Threatening Rel-which you say ‘These many threatening things which you say’
Subs Dem Adj Poss Rel	1	<i>Koloi ena e ntšo ea majapane eo ke tsamaeang ka eona</i> 9-vehicle Dem-this Adj-black Poss- Japanese Rel-that I travel in ‘This black Japanese vehicle that I travel in’

Subs Rel Adj Poss Rel	2	<i>Litlelase tse mona tse ngata tsa maoane tse latelanang</i> 10-classes Rel- common Adj-many Poss-of first years Rel-consecutive ‘Those many consecutive first year classes’
Subs Adj Poss Rel Poss	1	<i>Batho ba baholo ba Ha Ralejoe ba kholang ba banna</i> 2-persons Adj-elderly Poss-of Ha Ralejoe Rel-pensionable Poss-males ‘Elderly pensionable male persons of Ha Ralejoe’
Subs Dem Poss Poss Rel	1	<i>Raporoto ela ea Phumaphe ea lefu la Mahao e phehiloeng</i> 9-report Dem-that Poss-of Phumaphe Poss-of Death Poss-of Mahao Rel-faked ‘That faked Phumaphe report of Mahao’s death’
Subs Inter Adj Poss Rel	1	<i>Lintho life tse hlano tsa bohlokoa tseo u ithutileng</i> 9-things Int-which Adj-five Poss-important Rel-that you have learned ‘Which five important things Rel-that you have learned’
Subs Poss Dem Rel Rel	2	<i>Ngoana oa mang eo ea sa tšabeng batho ea binang</i> 1-child Int-whose Rel-shameless Rel-who sings ‘Whose shameless child is this who sings’

Subs Adj Dem Rel Rel	1	<p><i>Linthonyana tse nyane tsena tseo ba li etsang tseo re sa li tsotelleng</i></p> <p>10-things Adj-small Dem-these Rel-that they do Rel-which we do not appreciate</p> <p>‘These small things they do that we do not appreciate’</p>
Subs Dem Adj Adj Poss		<p><i>Thipa eno e kholo e ntšo ea sakha</i></p> <p>9-knife Dem-that Adj-big Poss-of zig saw</p> <p>‘That big black zig-saw knife’</p>
Subs Dem Poss Adj Rel		<p><i>Motho enoa oa Leribe e motšo ea mahlo a mafubelu</i></p> <p>1-person Dem-this Poss-of Leribe Adj-black Rel-red-eyed</p> <p>‘This black red-eyed person from Leribe’</p>
Subs Adj Poss Rel Rel		<p><i>Mokh’ukh’u o monyane oa masenke o pel’a tsela o shebileng tlase</i></p> <p>3-shack Adj-small Poss-iron-made Rel-that is near the road Rel-facing downwards’</p> <p>‘A small iron-made shack near the road which is facing downwards’</p>
Subs Poss Adj Rel Adj		<p><i>Tsela ea teng e mpe e likoti e tšesane</i></p> <p>9-road Poss-of there Adj-bad Rel-potholed Adj-narrow</p> <p>‘bad potholed narrow road of there’</p>
Subs Poss Adj Poss Rel		<p><i>Bohobe ba shopong bo bosootho ba lofo bo khamang</i></p>

		14-bread Poss-from the shop Adj-brown Poss-loaf Rel-dry ‘The dry brown loaf of bread from the shop’
Subs Adj Poss Poss Rel		<i>Karolo e 'ngoe ea tente ea seili e neng e saletse</i> 9-part Adj-another Poss-of tent Poss-plastic Rel-which was remaining’ ‘Another plastic part of a tent that was remaining’
Subs Adj Adj Poss Poss		<i>Banna ba babeli ba batšo ba lihanyata ba Makaoteng</i> 2-men Adj-two Adj-black Poss-gigantic Poss-from Makaoteng ‘Two black gigantic men from Makaoteng’
Subs Quant Poss Rel Rel		<i>Bana bohle ba bashanyana ba lilemo li ka tlase ho leshome ba e'so role likatiba</i> 2-children Quant-all Poss-males Rel-aged below ten Rel-uncircumcised’ ‘All under ten aged uncircumcised male children’
Subs Quant Rel Poss Rel		<i>Matichere ohle a holileng a likonyana a hlohang mangolo</i> 6-teachers Quant-all Rel-old Poss-of kinder Rel-unqualified ‘All the old unqualified kinder teachers’
Subs Poss Adj Poss Rel		<i>Eane oa Lerotholi e monyane oa lesolenyane ea tsebang bolo</i>

		Dem pron-that Poss-of Lerotholi Adj-small Poss-of soldier Rel-who knows soccer ‘That small one of Lerotholi of soldier of christ who knows soccer’
Subs Poss Adj Rel Rel		<i>Linaoa tsa liphallelo tse sootho tse tšupa tse senyehileng</i> 10-beans Poss-donated Adj-brown Rel-with Weevil Rel-rotten ‘Brown rotten donated beans with red weevil’
Subs Inter Poss Rel Rel		<i>Koloi efe ea Likalaneng e sa tlang e nyolohang</i> 9-vehicle Int-which Poss-of Likalaneng Rel-that is not full Rel-that sets off ‘Which vehicle not full is setting off to Likalaneng’
Subs Poss Adj Adj Rel		<i>Linotlolo tsa YH tse tharo tse telele tse fasisoeng</i> 8-keys Poss-of YH Adj-three Adj-long Rel-which are tied ‘Three long YH keys that were tied’
Subs Adj Adj Adj Poss		<i>Banna ba babeli ba batšo ba lihanyata ba Makaoteng</i> 2-men Adj-two Adj-black Poss-gigantic Poss-from Makaoteng ‘Two black gigantic men from Makaoteng’
Subs Poss Adj Rel Poss		<i>Morena oa ka e moholo eo ke mo hlomphang oa Thaba-bosiu</i>

		3-chief Poss-mine Adj-principal Rel- whom I respect Poss-of Thaba-bosiu 'My principal chief of Thaba-bosiu whom I respect'
Subs Quant Poss Adj Rel		<i>Thepa eohle ea ka tlung e ntle eo a nang le eona</i> 9-furniture Quant-all Poss-of house Adj-beautiful rel-that she owns 'All the beautiful house furniture that she owns'
Subs Poss Poss Rel Poss		<i>Likolo tsa mathomo tsa likereke tse sa ngolisoang tsa setereke sa Leribe</i> 8-schools Poss-Primary Poss-of churches Rel-unregistered Poss-of Leribe district 'Unregistered church-owned primary schools of Leribe district'
TOTAL 26	31	

Table 4.3 above presents 26 ordering patterns of four qualificatives stacked in a single substantive phrase. Of the 26 ordering patterns, the sequence Poss Adj Rel Rel outnumbers the other sequences with three instances of its occurrence. Two instances of occurrence of the following sequences are noted; Poss Dem Rel Rel, Dem Adj Poss Rel and Rel Adj Poss Rel. The occurrence of the Relative at the extreme right of the substantive is noted in 24 instances while the possessive occurs closer to the substantive in 12 ordering patterns.

The occurrence of the possessive outnumbers that of other qualificatives (24) while the relative comes second with 14 instances of occurrence. The maximum of three similar qualificatives is identified with one instance for both the adjective and the possessive in a single phrase. The occurrence of all the seven qualificatives is noted as follows: The possessive (24), the relative (23), the adjective (19), the demonstrative (7), the quantifier (3), the interrogative (2) and the

enumerative (1). It is then observed that the number of sequences tallies with the number of sequences in phrases with three qualificatives. This indicates that both phrases are commonly used.

4.2.4 Frequency of Occurrence in Phrase with Five Qualificatives

This sub-section presents substantive phrases with the maximum of five qualificatives. As noted earlier, these particular phrases were found only in spoken sentences while the written ones have the maximum of four qualificatives in a single substantive phrase. Of the 116 collected phrases, only 12 comprise five consecutive qualificatives with the single appearance of each sequence as presented below.

Table 4.4 Spoken Phrases with Five Qualificatives

Ordering Patterns	Frequency of occurrence	Examples
Subs Poss Adj Rel Rel Rel	1	<i>Bese ea Kou e khubelu e lebanta le lesootho e lebelo e khannoang ke Bushy</i> 9-bus Poss-of Kou Adj-red Rel-with brown line Rel-speedy Rel-driven by Bushy ‘Kou’s speedy red brown-lined bus that is driven by Bushy’
Subs Adj Dem Rel Poss Rel	1	<i>Manyofo-nyofo a mangata ana a sa feleng amotse ona a bakileng lipolaeano</i> 6-conflicts Adj-many Dem-these Rel-continuing Poss- of this village Rel- which have caused deaths ‘These many continuing conflicts of this village that have caused deaths’
Subs Enum Poss Rel Poss Rel	1	<i>Buka e le ’ngoe ea Sesotho e monate ea tšoantšiso eo le e balang</i>

		<p>9-book Enum- one Poss-of Sesotho Rel- interesting Poss-of drama Rel-that you read ‘One interesting Sesotho drama text that you read’</p>
Subs Quant Dem Rel Poss Rel	1	<p><i>Likoloi tsohle tsena tse chipi tsa Majapane tse tletseng Maseru ena</i></p> <p>10-vehicles Quant- all Dem-these Rel-cheap Poss-of Japanese Rel-that are scattered all over Maseru ‘All these cheap Japanese vehicles that are scattered all over Maseru’</p>
Subs Adj Poss Adj Rel Rel	1	<p><i>Borikhoe bo bocha ba borenteute bo bosootho bo benyang bo aennoeng haholo</i></p> <p>14-trouser Adj-new Poss-of brandwood Adj-Brown Rel-shiny Rel-well ironed ‘A new brown shiny well-ironed brandwood trouser’</p>
Subs Dem Adj Rel Rel Rel	1	<p><i>Eona eno e phatšoa e kapele e hlotsang eo ba e robileng</i></p> <p>Abs pron-one Dem-that Adj-black and white Rel-in front Rel- Rel-which they broke ‘That black and white one in front that is limping which they broke’</p>
Subs Poss Poss Rel Poss Rel	1	<p><i>Lebitso la ngoana la Sesotho le amohelhang la habo ’mae le ka bitsoang ke batho bohle</i></p> <p>5-name Poss-of child Poss- of Sesotho Rel-acceptable Poss- maternal Rel-that can be used by everyone ‘A child’s maternal acceptable Sesotho name that can be used by everyone’</p>

Subs Poss Poss Adj Rel Rel	1	<p><i>Litsuonyana tsa mahe tsa Sekhooa tse khoarahlana tse letsatsi le leng tse tla behela haholo</i></p> <p>10-chicks Poss-of eggs Poss-foreign Adj-black spotted Rel-one day Rel-that will lay more ‘Black-and white spotted, one day, foreign broilers that will lay more’</p>
Subs Poss Adj Poss Rel Rel	1	<p><i>Senotlolo sa kamore se senyane sa mpone-ke-ile se benyang se neng se le mona</i></p> <p>7-key Poss-of room Adj-small Poss-padlock Rel-shiny Rel-that was here ‘Small shiny room padlock key that was here’</p>
Subs Dem Rel Poss Adj Rel	1	<p><i>Moriana ona o matla oa seboko o mosehlanyana o botlolong e tala</i></p> <p>3-medicine Dem-this Rel-strong Poss-of pests Adj-yellowish Rel-in a green bottle ‘This yellowish strong pesticide in a green bottle’</p>
Subs Dem Rel Rel Rel Rel	1	<p><i>Motho enoa ea melato ea bolotsana ea hloakang botho ea ipokeletseng ka sesole</i></p> <p>1-person Dem-this Rel-corrupt Rel-dishonest Rel-inhumane Rel-who surrounds himself with the army ‘This corrupt dishonest inhumane person who surround himself with the army’</p>
Subs Dem Poss Poss Rel Rel	1	<p><i>Motsamaisi enoa oa bona oa pina ea loahloa ea tšabanang le bona</i></p> <p>3-leader Dem-this Poss- their Poss-of song Rel-active Rel-caring ‘This active song leader of theirs who is cares for them’</p>

TOTAL	12	12	

A number of observations have been made in the data in Table 4.4 above. First, the relative appears at the extreme-right of the substantive. That is, it is the outer-border in all the 12 sequences. Being observed in all the sequences, the relative, is therefore, the highest frequency qualificative as shown in the data. The possessive follows with 9 occurrences, while the adjective comes third with only 6 instances. The least appearing qualificatives are the quantifier and the enumerative each of which occurs once. In addition, the six qualificatives are, thus, found from the data, observing both the possessive and the demonstrative as equally occupying the position closer to the substantive in four instances each.

Looking at the ordering patterns in all the categories, namely phrases with two, three and four qualificatives, the phrases with five qualificatives are the least with the total of 12 substantive phrases while the total numbers for others range between 31 and 36. This, therefore, suggests that whereas substantive phrases with five stacked qualificatives exist, they are not prevalent.

4.2.5 Statistical Summary for Spoken Phrases

This sub-section summarises the numeric categories examined under spoken phrases. Analysis of the data shows a maximum of five qualificatives in a single substantive phrase. Starting with phrases composed of two qualificatives, in each category, the following are identified: the qualificative with the highest frequency; the qualificative that occupies the position closest to the substantive; the qualificative that occupies the outer-border position; recurrences of each qualificative; the frequent sequences as well as cases of recurrence of each qualificative in a single phrase. The numeric summary is thus exemplified in Table 4.5 below.

Table 4.5 Total Occurrences and Positions for Spoken Phrases

Qualificative	Poss	Adj	Rel	Dem	Quant	Inter	Enum
Frequency of occurrence	89	47	83	04	15	06	35
Closeness to the substantive	36	25	07	01	12	04	26
Outer boarder position	36	04	69	01	0	0	01
Instances of recurrence	27	08	28	0	0	0	0

As illustrated in Table 4.5 above, the possessive is the qualificative with the highest frequency of occurrences across the categories of spoken phrases followed by the relative. In terms of positioning in relation to the substantive, the possessive occupies the position closest to the substantive followed by both the demonstrative and adjective with the difference of one instance between the two. The outer-border position is mostly occupied by the relative whereas the possessive turns second. Both the relative and possessive have a relatively high frequency of occurrence with a difference of a single instance. Interestingly, there are no instances of recurrence for the demonstrative, enumerative, interrogative and the quantifier. Both the interrogative and the quantifier do not occur in the outer-border positions in all cases. Yet, both the demonstrative and the enumerative occupy the outer-border position once. It is further noticed that in its four instances of occurrence the enumerative occurs closest to the substantive in only one instance.

4.3 Frequency of Occurrences in Written Substantive Phrases

The previous section has examined the substantive phrases collected from casual conversations. This section focuses on the substantive phrases collected from written texts. Of the 116 collected phrases, 73 are collected from written texts. Looking at the ordering patterns of qualificatives in this category, a maximum of four qualificatives is sequenced in each phrase. Starting with substantive phrases consisting of two consecutive dependents, the phrases are found to be giving numeric information probably intended to depict, amongst others, the outstanding sequence, the most occurring qualificative and the qualificative most closely related to the substantive of all others in written texts.

4.3.1 Frequency of Occurrence in Phrases with Two Qualificatives

Looking at the 73 phrases collected from written texts, 52 comprise two qualificatives. Of the 52 phrases, 15 different ordering patterns were noted. Starting with the substantive being qualified, the sequences and the frequency of their appearance are noted as follows:

Table 4.6 Written Phrases with Two Qualificatives

Sequences	Frequency of occurrence	Examples
Subs Dem Poss	6	<i>Liapole tsena tsa gauda</i> 10-apples Dem-these Poss-of golden 'These golden apples'
Subs Adj Rel	4	<i>Mohatla o molelele o khanyang</i> 3-tail Adj-tall Rel-shiny 'Long shiny tail'
Subs Quant Poss	2	<i>Libopuoa tsohle tsa morena</i> 8-creations Quant-all Poss-of God 'All creations of God'

Subs Quant Rel	1	<i>Mefuta eohle eo motho a kileng a e bona</i> 4-types Quant-all Rel-that a person has seen ‘All types that a person has seen’
Subs Rel Rel	3	<i>Monko o monate o tsoang lipaleseng</i> 3-scent Rel-nice Rel-that comes from flowers ‘Nice scent that comes from flowers’
Subs Rel Poss	3	<i>Matsatsi a bosula a bophelo ba hae</i> 6-days Rel-bad Poss-of his life ‘Bad days of his life’
Subs Poss Poss	9	<i>Bana ba Basotho ba Lesotho</i> 2-children Poss-of Basotho Poss-of Lesotho ‘Basotho children of Lesotho’
Subs Poss Adj	2	<i>Mookameli oa rona e mocha</i> 3-leader Poss-our Adj-new ‘Our new leader’
Subs Dem Rel	4	<i>Mosa ona oo a o bonang</i> 3-kindness Dem-this Rel-that she sees ‘This kindness that she sees’
Subs Poss Rel	3	<i>Sefate sa liperekisi se nang le ntloana</i> 7-tree Poss-of peach Rel-with a bird nest ‘Peach tree with a bird nest’

Subs Poss Quant	2	<i>Liapole tsa gauda tsohle</i> 10-apples Poss-of gold Quant-all ‘All golden apples’
Subs Adj Poss	6	<i>Litšekamelo tse mpe tsa lona</i> 10-preferences Adj-bad Poss-your ‘Your bad preferences’
Subs Enum Poss	1	<i>Khaba e le ’ngoe ea koae</i> 9-spoon Enum-one Poss-of snuff ‘One spoon of snuff’
Subs Adj Adj	1	<i>Bana ba bane ba bacha</i> 2-children Adj-four Adj-young ‘Four young children’
Subs Dem Adj	1	<i>Basali bane ba babeli</i> 2-women Dem-those Adj-two ‘Those two women’
TOTAL 15	48	

From Table 4.6 above, six qualificatives are highlighted with different frequencies of occurrence. The possessive outnumbers the other qualificatives by appearing in 34 sequences, followed by the relative and adjective with 15 and 14 instances of appearance, respectively. Other qualificatives appear as follows: The demonstrative (11), the quantifier (5) and the enumerative (1).

The data, therefore, reflect the most occurring sequence of the Possessive Possessive as in nine phrases followed by the sequence of Adjective Possessive and Demonstrative Possessive both of which are noticed in six phrases. As shown, the possessive has the highest frequency (16) of occurrences closer to the substantive as opposed to occurrences in spoken phrases; unlike the relative, the possessive has the frequency of occurrence in the outer-border position (27). Of the 52 phrases comprising two qualificatives, in four of them the other substantive does not refer to the head word of the phrase; rather, it refers to the substantive immediately preceding it. Example 139 on appendix 1 is repeated here for ease of reference:

5.

Mathata a bophelo ba hae

6-problems **Poss** - of life **Poss**-his

‘Problems of his life’ .

In example (5) above, the possessive ‘*a bophelo*’ refer to the head word ‘*mathata*’ as evidenced by the corresponding qualificative concord /*a*/ of class 6 while the possessive ‘*a hae*’ does not relate to *mathata*, but to *bophelo*, a substantive which immediately precedes it. The concord /*ba*/ corresponds to *bophelo* a class 14 noun. This, therefore, means that the four phrases that behave in this manner are not included although they physically appear to have two qualificatives, thus making the total number of 48 phrases, instead of the earlier stated 52 phrases.

4.3.2 Frequency of Occurrence in Phrases with Three Qualificatives

In this sub-section, substantive phrases comprising three qualificatives are looked into. Out of 73 phrases collected, 17 consist of three qualificatives each. The sequential instances of their occurrence are noted as follows:

Table 4.7 Written Phrases with Three Qualificatives

Sequences	Frequency of occurrence	Examples
Subs Adj Poss Rel	1	<i>Sefate se seng sa mohlolo seo e leng sona to!</i> 5-tree Adj-some Poss-miraculous Rel-Which is the only one ‘Some miraculous tree which is the only one’
Subs Dem Poss Rel	5	<i>Litholoana tsena tsa sona tseo a sa li jeng le ho li ja</i> 10-fruits Dem-these Poss-of it Rel-which he does not

		even eat 'These fruits of it which he does not even eat'
Subs Quant Poss Poss	1	<i>Liapole tsohle tsa ka tsa gauda</i> 10-apples Quant-all Poss-mine Poss-of gold 'All my golden apples'
Subs Rel Rel Rel	3	<i>Tse mali-matle, tse shahlileng, tse bonahalang hantle hore ke malinyane a tau</i> Poss Pron-blood Adj-good Rel-gigantic Rel-that clearly shows that they are born of a lion 'Of good blood, gigantic that clearly shows that they are born of a lion'
Subs Dem Rel Rel	1	<i>Litaba tsena tse malimabe tse buuoang hohle mona</i> 10-news Dem-these Rel-bad Rel-that are spoken all over here 'All these bad news that are spoken all over here'
Adv Poss Poss Rel	1	<i>Terong ea hae ea gauda e khabisisoeng ka majoe a bohlokoa</i> Adv-at throne Poss-his Poss-of gold Rel-that is decorated with valuable stones 'At his golden throne that is decorated with valuable stones'
Subs Poss Poss Poss	1	<i>Tseleng ea rona ea mehla ea tšebetso</i> Adv-on way Poss-our Poss-daily Poss-of work 'Our normal way of working'
Subs Rel Poss Rel	1	<i>Mokoko o fepehileng oa 'Malekupa oo a neng a o beheletse ka thoko</i> 3-cock rel-well fed Poss-of 'Malekupa Rel-that she put aside 'Malekupa's well fed cock that she kept aside'

Subs Dem Poss Adj	1	<i>Ngoanana eo oa hae e mocha</i> 1-girl Dem-that Poss-his Adj-new 'His new girl'
Subs Poss Rel Rel	1	Moalong oa bona o sepharahali o neng o namme haholo Adv-on the bed Poss-their Rel-very big Rel-that was wide spread 'On their very big wide spread bed'
TOTAL 10	16	

Looking at the sequences in Table 4.7 above, five qualificatives are identified, namely the adjective, the relative, the possessive, the demonstrative and the quantifier. The possessive outnumbers the other qualificatives by occurring in 14 sequences, followed by the relative with 12 instances of occurrence. The other qualificatives occur as follows: the adjective (3), the demonstrative (9) and the quantifier (1). In terms of their positioning in relation to the substantive, the demonstrative appears closest in 8 sequences while the relative occupies the position at the extreme-right of the substantive. As evidenced by the data, the sequence with the highest frequency of occurrences is the Dem Poss Rel (5) followed by the sequence Rel Rel Rel with three instances of occurrence.

It is noted that two of the substantive phrases that were alluded to in this category as comprising three qualificatives do not have either a noun or an absolute pronoun functioning as the head of the phrase. This, therefore, renders the first qualificative a pronoun, thus leaving two substantive dependents, instead of three in each of such phrases. Although 12 sequences were identified earlier, the number has been reduced to 10 sequences.

4.3.3 Frequency of Occurrence in Phrases with Four Qualificatives

As it has been mentioned, contrary to the spoken data, the maximum number of qualificatives in a single substantive phrase from written texts is four. Of the 73 collected phrases, only three comprise four consecutive qualificatives each as presented below:

Table 4.8 Written Phrases with Four Qualificatives

Sequences	Frequency of occurrence	Examples
Subs Adj Poss Poss Rel	1	<p><i>Konopo e 'ngoe ea tse kaholimo tsa se-ea-le-moea e ngotsoeng MW</i></p> <p>9-knob Adj-another Poss-of the upper ones Poss-of the radio Rel-that is written MW</p> <p>‘One of the upper knobs of the radio that is written MW’</p>
Subs Adj Poss Rel Rel	1	<p><i>Sefate se seng sa mohlolo se tsietsang kelello ea motho se hlollang ruri</i></p> <p>5-tree Adj-some Poss-miraculous Rel-that puzzles people Rel-that is amazing</p> <p>‘Some miraculous puzzling tree that amazes people’</p>
Subs Adj Poss Poss Poss	1	<p><i>Tse ling tsa liapole tsa ka tsa gauda</i></p> <p>Adj-Some Poss-of apples Poss-mine Poss-of gold</p> <p>‘Some of my golden apples’</p>
Total 3	3	

Table 4.8 above reflects three qualificatives which appear, namely the adjective, the possessive and the relative. Of the three noted sequences, each appears once. Both the adjective and the possessive appear in all the sequences while the relative appears in two cases. The adjective takes the position closer to the substantive in all the noted sequences, while the relative occupies the outer-border position in two of the three ordering patterns.

It is, therefore, observed that stacking four qualificatives in a single substantive phrase is not a common practice in written texts as evidenced by the data. As such, the data show the substantive phrases with two qualificatives as outnumbering others with (48) followed by phrases comprising three qualificatives with (16). Then, the number just drops to the total of three for the substantive phrases with four qualificatives.

4.3.4 Statistical Summary of Written Substantive Phrases

The statistical information of substantive phrases from written texts is summarised as follows:

Table 4.9 Total Occurrences and Positions for Written Phrases

Qualificative	Poss	Adj	Rel	Dem	Quant	Inter	Enum
Frequency of occurrence	41	20	33	18	6	0	1
Closeness to the substantive	19	15	10	18	4	0	1
Outer boarder position	30	5	30	0	2	0	0
Instances of recurrence	13	1	11	0	0	0	0

From the numeric information in Table 4.9 above, the possessive has the highest frequency of occurrence with 41 instances followed by the relative with 33 sequences. Both the possessive and the relative are closely related to the substantive as reflected by their occurrence closer to it in 19 and 18 sequences respectively while they also appear in 30 sequences as occupants of the outer border position. In all the 18 instances of its appearance, the demonstrative occupies the position closer to the substantive, without any existence in any other position. The possessive recurrence is observed in 13 sequences while the relative follows with 11 instances of recurrence.

4.4 Alternative Substantive Phrases from the Respondents

This section presents data from the respondents. As stated earlier, 40 phrases were randomly selected from the 180 collected phrases and presented to the Sesotho mother-tongue speakers for grammaticality judgements and possible alternative sequencing. Ten phrases were extracted from each of the four sub-categories. A total number of 40 questionnaires were distributed to 50 Sesotho speakers of different educational levels, namely basic, post-primary and tertiary. Of the 50 questionnaires, 36 were returned three of which were not filled in, thus remaining with only 33 for analysis.

In this section, the alternative sequencing of qualificatives in each substantive phrase is identified and numeric information pertaining to the appearance of each sequence is provided. The section is organised as follows: sub-section 4.3.1 deals with substantive phrases with two qualificatives while sub-section 4.3.2 deals with substantive phrases with three qualificatives. Substantive phrases with four qualificatives are looked into in sub-section 4.3.3 and sub-section 4.3.4 examines phrases with five qualificatives. The last sub-section presents the summary.

4.4.1 Substantive Phrases with Two Qualificatives

Ten substantive phrases with two qualificatives were presented to mother tongue speakers for them to provide judgements on the grammaticality and possible alternative sequencing of the modifiers. Of the 36 returned questionnaires, one was partially filled in while three others were not filled in thus leaving the number ranging between 33 and 34. The sequences were identified from the responses and noted to determine the grammaticality/acceptability as inferred by the selected

mother tongue speakers. The occurrence of the original patterns and their alternative ordering are presented in Table 4.10 below:

Table 4.10 Statistics for Alternative Arrangements of Two Qualificatives

Sequence	No of responses	Alternative sequencing	No of responses	Total
Poss Rel	14	Rel Poss	20	34
Rel Poss	0	Poss Rel	31	31
Adj Poss	13	Poss Adj	16	29
Adj Rel	13	Rel Adj	19	32
Adj Poss	9	Poss Adj	24	33
Poss Rel	31	Rel Poss	1	32
Dem Poss	31	Poss Dem	2	33
Adj Rel	8	Rel Adj	22	30
Poss Rel	13	Rel Poss	20	33
Adj Rel	8	Rel Adj	22	30

From the numeric information in Table 4.10 above, it is observed that the sequence Relative Possessive is not considered acceptable as evident from the statistics. The possessive is, in this case, preferred to occupy the initial position closer to the substantive while the relative is placed at second position. Most of the phrases are easily alternated with the exception of phrases six and seven.

Although the possessive seems to be closely related to the substantive, its occurrence with the demonstrative denies it this position. This, therefore, indicates that the demonstrative is more

closely related to the substantive than to the possessive. Looking at phrase 6, it is observed that the initial qualificative bears the nominal stem,' that is then modified by the succeeding qualificative; therefore, alternating the positions renders the phrase unacceptable.

4.4.2 Substantive Phrases with Three Qualificatives

The second group of ten phrases were the ones that consist of three qualificatives. They were all approved of by native speakers and alternative orderings were presented. Of the 10 sequences presented to speakers, 37 different ordering patterns emerged. In cases of recurrence such as phrases 13, 16 and 18, similar sequences were identified and were grouped together to avoid redundancy. Both the original and the alternative sequences are presented with the frequency of their occurrences in Table 4.11 below. The total number of responses differs because in some questionnaires, some participants left some slots blank while others reconstructed the phrases inserting new elements or moving the substantive forms from their original places. Such are not considered in the analysis.

Table 4.11 Statistics for Alternative Arrangements of Three Qualificatives

Phrase Number	Original Sequence	No. of Responses	Alternative Sequences	No. of responses	Total no. of Responses
11	Int Poss Rel	4	Int Poss Rel	15	40
			Rel Poss Int	5	
			Rel Int Poss	6	
			Poss Rel Int	4	
			Poss Int Rel	6	

12	Quant Poss Rel	6	Quant Rel Poss Rel Quant Poss Quant Poss Rel Poss Quant Rel	23 1 1 3	34
13	Poss Poss Rel	5	Poss Poss Rel Poss Rel Poss Rel Poss Poss	21 9 15	40
14	Dem Poss Rel	10	Dem Rel Poss Poss Dem Rel Rel Dem Poss Poss Rel Dem	15 4 4 2	31
15	Dem Adj Rel	4	Dem Rel Adj Rel Dem Adj Adj Dem Rel Rel Adj Dem	16 6 8 2	36
16	Dem Poss Poss	5	Poss Dem Poss Dem Poss Poss Poss Poss Dem	9 16 4	34
17	Quant Dem Rel	4	Dem Quant Rel Dem Rel Quant	22 4	

			Rel Dem Quant	3	33
18	Dem Rel Rel	8	Rel Dem Rel	12	27
			Rel Rel Dem	7	
19	Adj Poss Rel	3	Poss Adj Rel	10	33
			Poss Rel Adj	7	
			Rel Poss Adj	6	
			Rel Adj Poss	3	
			Adj Rel Poss	4	
20	Dem Poss Rel	8	Poss Dem Rel	10	34
			Dem Rel Poss	11	
			Rel Dem Poss	4	
			Poss Rel Dem	1	
TOTAL	10		37		

Looking at the numeric information in Table 4.11, it is observed that six of the qualificatives are found, namely the adjective, the demonstrative, the interrogative, the possessive, the relative and the quantifier. For each sequence presented, different possible alternative orderings are noted together with frequencies of their occurrence.

The three sets, Quant Rel Poss, Dem Quant Rel and Poss Poss Rel outnumber other sequences with 23, 22 and 21 respectively. Two other sets Dem Poss Poss and Dem Rel Adj have 16 while Int Poss Rel, Rel Poss Poss and Dem Rel Poss have 15. The other sequences range between 1 and

10. The relative occurs in nine of the original phrases where it occupies the extreme-right position and surfaces at the initial position in 14 alternative sequences. The possessive is noted in six of the original sequences and is placed in the initial position in 11 of the presented alternative orderings.

The demonstrative is the closest companion of the substantive in five original patterns, thus occupying the initial position in six alternative sequences. However, placement of the demonstrative in the phrase-final position is not approved by native speakers, as the statistics show. The frequency of its occurrence in the final position ranges between one and seven with a minimal number in all the categories of its appearance. The relative is the most occurring qualificative which occupies the extreme-right position in 101 substantive phrases, while the possessive with 96 instances comes second. Although alternative patterns were given, some participants selected the original sequences and not any alternatives as evident from the statistics.

4.4.3 Substantive Phrases with Four Qualificatives

This sub-section examines substantive phrases with four consecutive qualificatives. The recurrence instances are noted in the data with a maximum of two similar qualificatives in a single phrase. Six qualificatives such as the adjective, the demonstrative, the interrogative, the possessive and the quantifier are noted. The participants' responses are presented in the numeric form as in Table 4.12 below:

Table 4.12 Statistics for Alternative Arrangements of Four Qualificatives

Phrase number	Original Sequence	No of Responses	Alternative Sequences	No of responses	Total no of Responses
21	Rel Adj Poss Rel	3	Rel Rel Adj Poss	4	45
			Rel Poss Rel Adj	5	
			Rel Poss Adj Rel	5	
			Rel Rel Poss Adj	2	
			Poss Rel Rel Adj	6	
			Poss Rel Adj Rel	7	
			Adj Rel Rel Poss	3	
			Adj Rel Poss Rel	8	
			Adj Poss Rel Rel	1	
			Adj Rel Rel Poss	4	
22	Adj Poss Rel Rel	7	Rel Poss Adj Rel	4	30
			Rel Rel Adj Poss	1	
			Rel Adj Poss Rel	4	
			Rel Poss Rel Adj	1	
			Adj Rel Poss Rel	2	
			Adj Poss Rel Rel	3	

			Poss Rel Adj Rel	4	
			Poss Rel Rel Adj	2	
			Poss Adj Rel Rel	9	
23	Dem Quant Rel Poss	8	Dem Rel Poss Quant	3 1	75
			Dem Poss Rel Quant	6	
			Dem Quant Poss Rel	2 2	
			Dem Poss Quant Rel	9 1	
			Dem Rel Quant Poss	3 2	
			Quant Dem Rel Poss	3	
			Quant Poss Rel Dem	2 2	
			Quant Rel Dem Poss	1	
			Rel Quant Dem Poss	1	
			Rel Dem Quant Poss		

			Rel Poss Dem Quant Poss Dem Quant Rel Poss Rel Dem Quant Poss Quant Dem Rel		
24	Adj Poss Rel Poss	3	Poss Adj Rel Poss Poss Poss Adj Rel Poss Poss Rel Adj Poss Adj Poss Rel Poss Rel Adj Poss Adj Rel Poss Poss Adj Poss Poss Rel Adj Poss Rel Poss Rel Poss Adj Poss Rel Poss Poss Adj	4 3 1 8 2 4 6 3 3 3	
25	Dem Adj Rel Rel	5	Dem Rel Adj Rel Dem Adj Rel Rel Dem Rel Rel Adj Rel Dem Rel Adj	6 6 9 5	43

			Rel Adj Dem Rel	2	
			Rel Dem Adj Rel	5	
			Rel Rel Dem Adj	1	
			Adj Rel Dem Rel	2	
			Adj Dem Rel Rel	7	
26	Dem Poss Poss Rel	4	Poss Rel Dem Poss	2	87
			Poss Dem Poss Rel	6	
			Poss Poss Dem Rel	2	
			Poss Dem Poss Rel	6	
			Dem Poss Poss Rel	3	
			Dem Poss Rel Poss	9	
			Dem Rel Poss Poss	9	
			Poss Poss Dem Rel	2	
			Poss Dem Poss Rel	6	
			Rel Dem Poss Poss	4	
27	Int Adj Poss Rel	7	Int Poss Rel Adj	6	
			Int Poss Adj Rel	9	
			Int Rel Adj Poss	7	
			Int Adj Rel Poss	1	
			Poss Int Adj Rel	4	
			Poss Adj Int Rel	1	

			Adj Poss Int Rel	1	
			Adj Int Poss Rel	4	
			Adj Int Rel Poss	3	
			Rel Int Adj Poss	2	
28	Int Dem Rel Rel	11	Int Rel Dem Rel	13	22
			Int Dem Rel Rel	8	
			Rel Poss Dem Rel	1	
29	Dem Poss Adj Poss	4	Dem Adj Poss Poss	16	51
			Dem Poss Poss Adj	13	
			Dem Poss Adj Poss	8	
			Adj Dem Poss Poss	4	
			Poss Adj Dem Poss	3	
			Poss Dem Adj Poss	7	
30	Adj Rel Poss Rel	7	Rel Adj Poss Rel	4	45
			Rel Poss Adj Rel	4	
			Rel Adj Rel Poss	4	
			Rel Rel Poss Adj	2	
			Rel Poss Rel Adj	3	
			Rel Adj Rel Poss	3	
			Rel Poss Adj Rel	3	
			Adj Rel Poss Rel	5	

			Adj Poss Rel Rel	2	
			Adj Rel Rel Poss	2	
			Poss Adj Rel Rel	10	
			Poss Rel Adj Rel	2	
			Poss Rel Adj Rel	1	
TOTAL	10		94		

Looking at the information in Table 4.12 above, some observations are made. First, the relative surfaces in nine of the original sequences, thus showing the qualificative with the highest frequency. It is followed by the possessive that appears in eight of the original sequences. Of the nine instances of its occurrence, the relative occupies the phrase-final position in seven sequences while the possessive occupies the medial position except for two sequences where it surfaces at the extrem-right position.

As noted earlier, the instances of recurrence for some qualificatives yield similar ordering patterns. Such ordering patterns are merged to avoid redundancy. Of the ten substantive phrases presented to the participants, 91 alternative sequences emerged. As such, the greater the number of qualificatives, the more possible sequences. The frequently used sequence is shown as the Dem Adj Poss Poss (16), followed by the two sets: Dem Poss Poss Adj and Int Rel Dem Rel each of which has 13 instances. Some sequences presented by individual participants were not used by other participants and appear only once. The relative occurs in the phrase-final position in 38 sequences, while the possessive appears in this position in 30 sequences. Whereas both the relative and possessive appear in the initial and final positions, the demonstrative generally takes the phrase-initial position just closer to the substantive, rather than in the extreme-right position.

4.4.4 Substantive Phrases with Five Qualificatives

This sub-section examines substantive phrases with five consecutive qualificatives. Phrases presented to participants were selected from both spoken and written discourse. Thus, the maximum number of qualificatives in a single substantive phrase is five as evidenced by the data. However, there are cases of more than five consecutive qualificatives in a single substantive phrase. As has been stated, the number is reached through recurrence of some qualificatives.

Looking at the substantive phrases with five qualificatives, instances of recurrences are noted mostly with the possessive and the relative. No instances of five different qualificatives are noted in this category. Table 4.13 below presents both the original and the alternative sequences, together with the numeric information of their occurrence as observed in the data.

Table 4.13 Statistics for Alternative Arrangements of Five Qualificatives

Phrase number	Original Sequence	No. of responses	Alternative Sequences	No. of responses	Total no of Responses
31	Adj Dem Rel Poss Rel	7	Dem Poss Rel Adj Rel	1	30
			Dem Poss Adj Rel Rel	1	
			Dem Adj Rel Poss Rel	8	
			Dem Adj Poss Rel Rel	3	
			Dem Adj Rel Rel Poss	1	
			Dem Rel Poss Adj Rel	1	
			Dem Rel Poss Rel Adj	1	
			Dem Rel Adj Poss Rel	1	
			Dem Rel Poss Rel Adj	1	

			Dem Rel Adj Rel Poss	1	
			Rel Dem Adj Poss Rel	3	
			Rel Adj Dem Rel Poss	2	
			Rel Adj Dem Rel Poss	1	
			Rel Dem Rel Poss Adj	1	
			Poss Adj Dem Rel Rel	1	
			Poss Dem Adj Rel Rel	1	
			Adj Poss Dem Rel Rel	2	
32	Poss Poss Rel Poss Poss	11	PossPossPossPoss Rel	15	35
			Rel Poss Poss Poss	9	
			Poss	3	
			Poss Rel Poss Poss	8	
			Poss		
			Poss Poss Poss Rel		
			Poss		
33	Enum Poss Rel Poss Rel	2	Poss Rel Poss Rel	2	90
			Enum	1	
			Poss Poss Enum Rel	8	
			Rel		
			Poss Enum Rel Poss	2	
			Rel	2	
			Poss Enum Poss Rel	1	
			Rel	1	

			Poss Poss Rel Enum	2	
			Rel	3	
			Poss Rel Poss Enum	2	
			Rel	3	
			Poss Rel Enum Poss	1	
			Rel	1	
			Poss Enum Rel Rel	2	
			Poss	3	
			Rel Enum Poss Rel	4	
			Poss	5	
			Rel Rel Enum Poss	1	
			Poss		
			Rel Enum Poss Poss		
			Rel		
			Rel Poss Poss Rel		
			Enum		
			Enum Rel Rel Poss		
			Poss		
			Enum Poss Rel Rel		
			Poss		
			Enum Poss Rel Rel		
			Poss		
			Enum Poss Poss Rel		
			Rel		

			Enum Rel Poss Poss Rel		
			Enum Poss Rel Poss Rel		
34	Quant Dem Rel Poss Rel	2	Dem Quant Rel Poss Rel	6	
				3	
			Dem Poss Rel Quant Rel	2	
				1	
			Dem Poss Quant Rel Rel	1	
			Dem Rel Quant Rel Poss	7	
				6	
			Dem Quant Rel Poss Rel	1	
				1	
			Dem Quant Poss Rel Rel	1	
			Dem Quant Rel Rel Poss	1	
				2	
			Dem Rel Poss Rel Quant	1	
				1	
			Dem Rel Rel Poss Quant	2	
			Dem Rel Quant Poss Rel	1	
				2	

			Rel Dem Quant Rel	3	
			Poss	1	
			Rel Dem Quant Poss	2	
			Rel	1	
			Rel Poss Dem Quant		
			Rel		
			Rel Rel Dem Quant		
			Poss		
			Quant Rel Dem Poss		
			Rel		
			Quant Poss Dem Rel		
			Rel		
			Quant Rel Rel Dem		
			Poss		
			Quant Dem Poss Rel		
			Rel		
			Quant Rel Dem Rel		
			Poss		
			Quant Dem Rel Rel		
			Poss		
			Poss Quant Rel Dem		
			Rel		

35	Adj Poss Adj Rel Rel	5	Adj Rel Poss Adj Rel	2	39
			Adj Adj Poss Rel Rel	3	
			Adj Poss Rel Adj Rel	1	
			Adj Rel Adj Poss Rel	1	
			Adj Rel Rel Poss Adj	1	
			Adj Rel Rel Adj Poss	1	
			Adj Poss Adj Rel Rel	1	
			Adj Adj Rel Poss Rel	1	
			Adj Poss Rel Rel Adj	1	
			Adj Rel Poss Rel Adj	2	
			Rel Adj Adj Rel Poss	2	
			Rel Poss Rel Adj Adj	2	
			Rel Adj Poss Adj Rel	2	
			Rel Adj Rel Poss Adj	1	
			Rel Adj Rel Adj Poss	1	
			Rel Rel Adj Poss Adj	3	
			Poss Adj Rel Adj Rel	2	
			Poss Rel Adj Rel Adj	2	
			Poss Adj Adj Rel Rel	6	
			Poss Adj Rel Rel Adj	4	

36	Dem Adj Rel Rel Rel	5	Dem Rel Rel Adj Rel Dem Rel Adj Rel Rel Dem Rel Rel Rel Adj Dem Adj Rel Rel Rel Adj Dem Rel Rel Rel Adj Rel Dem Rel Rel Rel Dem Adj Rel Rel	5 9 1 1 5 3 3	27
37	Poss Poss Rel Poss Rel	11	Rel Poss Poss Poss Rel Rel Poss Poss Rel Poss Rel Rel Poss Poss Poss Rel Poss Poss Poss Rel Poss Rel Poss Poss Rel Poss Rel Poss Rel Poss Poss Poss Poss Rel Rel Poss Rel Rel Poss Poss Poss Poss Rel Poss Rel Poss Poss Rel Rel Poss	3 3 1 5 5 5 8 1 6 2	39
38	Poss Poss Adj Rel Rel	1	Poss Poss Adj Rel Rel Poss Rel Rel Poss Adj Poss Rel Poss Adj Rel Poss Adj Poss Rel Rel	6 2 1 1	36

			Poss Adj Rel Poss Rel	3	
			Poss Poss Rel Adj Rel	1	
			Poss Rel Adj Poss Rel	2	
			Poss Adj Rel Rel Poss	1	
			Adj Poss Poss Rel Rel	4	
			Adj Rel Rel Poss Poss	6	
			Adj Poss Rel Poss Rel	1	
			Adj Rel Poss Poss Rel	1	
			Rel Rel Poss Poss Adj	1	
			Rel Poss Adj Poss Rel	1	
			Rel Poss Rel Poss Adj	1	
			Rel Poss Poss Adj Rel	1	
			Rel Adj Poss Poss Rel	3	
39	Poss Adj Poss Rel Rel	1	Poss Poss Rel Adj Rel	2	37
			Poss Rel Adj Poss Rel	2	
			Poss Poss Adj Rel Rel	2	
			Poss Adj Poss Rel Rel	3	
			Adj Rel Poss Poss Rel	1	
			Adj Poss Poss Rel Rel	6	
			Adj Poss Rel Poss Rel	2	
			Adj Poss Rel Rel Poss	1	

			Poss Adj Poss Rel Rel	2	
			Poss Rel Rel Poss Adj	1	
			Poss Rel Poss Rel Adj	1	
			Poss Adj Rel Poss Rel	1	
			Rel Adj Poss Poss Rel	2	
			Rel Rel Poss Poss Adj	1	
			Rel Poss Rel Adj Poss	1	
			Rel Poss Rel Adj Poss	2	
			Rel Poss Adj Rel Poss	1	
			Rel Poss Adj Poss Rel	2	
			Rel Poss Poss Rel Adj	1	
			Rel Adj Poss Rel Poss	2	
			Rel Poss Rel Poss Adj	1	
40	Dem Rel Poss Adj Rel	2	Dem Poss Rel Adj Rel	3	21
			Dem Adj Rel Rel Poss	1	
			Dem Rel Rel Poss Adj	1	
			Dem Poss Adj Rel Rel	7	
			Dem Adj Rel Poss Rel	3	
			Dem Rel Adj Poss Rel	3	
			Dem Rel Adj Poss Rel	1	
			Dem Rel adj Rel Poss	1	

			Dem Rel Rel Poss Adj	1	
Total		10	149		

Looking at the numeric information in Table 4.13, six of the qualificatives are observed as the adjective, the demonstrative, the enumerative, the possessive, the relative and the quantifier. The relative occurs in all the ten original substantive phrases, reporting the qualificative with the highest frequency of occurrence. It is followed by the possessive that occurs in nine sequences. The other qualificatives occur as follows: The adjective occurs in six sequences, the demonstrative four sequences, and the quantifier with two sequences and the enumerative appearing in only one sequence.

The ten substantive phrases presented to the participants resulted in 149 alternative sequences of the qualificatives. As noted earlier, cases of recurrence resulted in similar ordering patterns which are merged to avoid redundancy. While both the possessive and the demonstrative frequently occur closer to the substantive, also the adjective, the quantifier, the relative and the enumerative are also noted in the phrase-initial position. Of the 149 alternative sequences, the relative appears in the extreme-right position in 80 sequences while the possessive surfaces in the phrase-final position in 32 sequences.

It is further observed that when both the possessive and the demonstrative occur in a single phrase, the latter is used in the phrase-initial position closer to the substantive that is qualified. While the relative is the frequently occurring qualificative, it is the least used in the phrase-initial position. The demonstrative appears in 62 alternative sequences and occupies the phrase- initial position in 31 and as the data indicate, it is mostly used in this position.

4.4.5 Summary of Data from Respondents

The section has examined substantive phrases presented to participants in the form of questionnaires. The totals, as stipulated earlier, differ in that each participant would give as many alternative sequences as they find acceptable while others would just select the original patterning

presented and consider other options as unacceptable. It is also noted that some participants re-ordered the elements of the phrase thus violated the instruction while others omitted some qualificatives. Such cases are not included in the statistics.

Looking at the number of alternative sequences, it is observed that the more the number of qualificatives in a phrase, the more the ordering patterns. These many possible orders hinder the identification of the preferred ordering pattern. Of the ten sequences of the two qualificatives there are ten alternative patterns while the three qualificatives resulted in 37 alternative sequences. For the four qualificatives 94 alternative ordering patterns are noted and for the five qualificatives the total of 149 patterns is reached. As stated earlier, the totals exclude incomplete and reconstructed sequences.

4.5 Conclusion

The chapter has presented the numeric description of the data. The description was done in order to identify the salient qualificative from different ordering patterns. From the statistics presented in different categories of data, namely spoken substantive phrases, written substantive phrases and alternative ordering patterns collected from mother tongue speakers, several observations are made.

Looking at the spoken substantive phrases, phrases with three consecutive phrases are mostly used followed by those that comprise two and four qualificatives consecutively. Phrases that consist of five qualificative phrases are fewer and are reached at through recurrence of mostly the possessive and the relative. It is also noted that both the possessive and relative manifest themselves in two different types, namely the direct and descriptive possessive and direct and indirect relative respectively. Thus, in some cases of recurrence of each the two types occur while in others one type is noted. The possessive is the qualificative with high frequency of occurrence while the demonstrative is the least occurring qualificative. The possessive is mostly the occupant of two positions; closer to the substantive and at the extreme-right of the substantive, while the relative mostly occupies the position at the extreme-right of the substantive.

Written substantive phrases, unlike spoken, consist of maximum of four qualificative phrases in a single substantive phrase and cases of recurrence are noted also for the possessive and the relative.

Substantive phrases comprising two qualificatives are dominant and the number deteriorates for phrases that consist of three and four qualificatives. The possessive is the salient qualificative while the enumerative is the least occurring qualificative. The interrogative is never identified in written texts. In terms of positioning, the possessive and the demonstrative are occupants of the position closer to the substantive while the extreme-right position is occupied mostly by both the possessive and the relative.

The data from mother-tongue speakers present alternative ordering patterns that are deemed acceptable. Alternating two qualificatives in a single phrase appears easy while alternating five qualificatives resulted in many sequences. That is, from 10 presented substantive phrases emerged 144 alternative sequencing of the qualificatives. Freedom of occurrence is therefore, noted in different categories. The relative is the qualificative with high frequency of occurrence and the occupant of the extreme-right position in most of the alternated sequences and is rarely located closer to the substantive while both the possessive and the demonstrative are the closest companions of the substantive.

CHAPTER 5

CONCLUSION

5.1 Introduction

The study examined substantive phrases that comprise more than one qualificative. The phrases were collected from casual conversations of mother tongue speakers and from two selected Sesotho textbooks. The examination of the substantive phrases was done to detect the syntactic positions occupied by the qualificative and how the qualificative relates to the substantive that it qualifies. The examination was also meant to find out how qualificatives are ordered in cases of stacking and factors that influence such sequencing.

The selected sequences were presented to mother tongue speakers to solicit their views with regard to acceptability and any possible alternate patterns of the selected phrases. Two methods of analysis were engaged, namely the qualitative and quantitative methods to address the mentioned aims of the study. The different ordering patterns were identified from different categories of data and the distribution of the qualificative was described. The data was quantified to identify the most preferred ordering pattern in terms of frequency of occurrence.

This chapter presents summary of findings and conclusions that are made on the basis of what emerges from the discussion. The chapter is organized as follows: 5.1 is the introduction to the chapter. 5.2 is the summary of findings on the status of the qualificative from a morphological, syntactic and semantic perspectives. Section 5.3 comprises summary regarding what emerges the permissible sequence and how elements of the substantive phrase are related in terms of positioning is presented. The factors that influence sequencing of stacked qualificatives are presented in 5.4 and in section 5.5 the concluding remarks and recommendations are made.

5.2 Summary of Findings

5.2.1 Morphological Status of the Qualificative

The study considers the qualificative in Sesotho an independent lexical category. Although there has been varying views on the number of qualificatives as mentioned earlier, the present study, adopting the morphological, syntactic and semantic criteria shows that there are seven types of qualificatives.

Looking at the structure of the qualificative as reflected on the data, most of the qualificatives compose two parts, namely the concord and the stem. The former is the morpheme that brings correspondence between the substantive that is qualified and the qualificative stem. Qualificative concords are distinctive for each qualificative and they correspond with the substantive in terms of class and number. They are also tone bearing units in differentiating the modification and predicative function of the qualificative. The latter which can be a morpheme or a word, is a meaning carrying unit that connects to the concord to convey complete meaning. However, the demonstrative appears exceptional from a compositional perspective in that it is monomorphemic and cannot be segmented into the two mentioned component parts. However, its first syllable relates it to the substantive rendering it a qualificative like other qualificatives.

5.2.2 Syntactic Status of the Qualificative

The syntactic status addresses the position a qualificative occupies in a substantive phrase and chances if any, of recurrence. The qualificative is said to appear immediately after the substantive that it qualifies in a substantive phrase. However, the data revealed instances whereby the qualificative adds information about a substantive distant from it. This concept is evident in English especially with the quantifier and is termed floating quantifier. The qualificative occupies an adverbial position preceded by a predicate (action verb or copulative). The study establishes that floating is strongly evident in Sesotho and not only with the quantifier but across qualificatives as demonstrated in 4.1.1 example 12. It is prevalent in spoken language than in written language. This therefore, brings forth the concept of floating qualificatives in Sesotho.

The data also revealed instances where the qualified substantive appears within the range of qualificatives as part of the modification. It appears as a stem while the preceding qualificative is

regarded a pronoun. Although the substantive is not taking the first position, the qualificative relates to it in class and number. Looking at such instances as evident especially in spoken phrases, the substantive present in a phrase is the only one that relates to the qualificative regardless of its syntactic position. The presence of the substantive regardless of its position renders all the present related modifiers in a phrase qualificatives. That is, the qualificative in the first position is not a pronoun, rather it relates to the substantive that appears in the phrase.

Contrary to this, are cases of absence of the substantive in its position before the qualificative. In this case, a qualificative is a stand-alone and is said to be a qualificative pronoun. The researcher argues that the absence of the substantive can be associated with Sesotho being a pro-drop language. Due to its rich agreement system, Sesotho allows the subject to be implicit in a sentence and similarly, if the substantive is known it can be covert in a substantive phrase. The position of a substantive should be occupied by **pro** in which case it stands for the known but implied substantive. In this way, its interpretation is context-based and does not deny the qualificative its modification status. The finding therefore, is that the qualificative makes reference to both the implicit and explicit substantive in a sentence. The qualificative does not necessarily have to appear immediately after the substantive, rather be in correspondence with it in terms of number and class.

5.2.3 Semantic Status of the Qualificative

In relation to the semanticity of the qualificative, the data revealed that the qualificative does not add information about the substantive only but also to the adverb derived from a noun. That is, not all adverbs are capable of being modified. This, then shows that the adverb inherits the features of the noun from which it is derived and is modified by the qualificative. The information added on the substantive include giving a description, enumerating, locating by pointing, showing possession and interrogating resulting in seven types of qualificatives in Sesotho.

On the basis of the criteria used, the general conclusion therefore, is that the qualificative comprises the concord and the stem (simple or complex) and adds information on/about the substantive or nominal adverb with which it corresponds in class and number. The qualificative can relate to the substantive in the same phrase (local) or in a different phrase (distant). Since the

seven qualificatives, inclusive of the Demonstrative and the Quantifier, satisfy at least two of the mentioned points, they are considered qualificatives.

5.3 Ordering of Qualificatives

From the Minimalist perspective, qualificatives are recursive, with an infinite number of them featuring a single phrase through the syntactic process of merge. The data in the above categories show the maximum of five recurrent qualificatives.

5.3.1 Data from Spoken Language

The analysis of the substantive phrases from spoken language shows all the seven qualificatives reflected. Calculating the percentage for the positioning of the qualificatives in relation to the substantive (whether closer or further) as well as instances of recurrence as reflected in spoken phrases the possessive, the relative and the adjective are the frequently occurring qualificatives while the enumerative, quantifier, interrogative and demonstrative are the least occurring. Of the three qualificatives with high frequencies, the relative and the possessive are the most frequently recurring across the phrases from spoken language with 28 (34%) and 27 (30%), respectively.

It is also noted that the quantifier, enumerative and interrogative are the closest companions of the substantive. Of the 15 instances of its occurrence, the quantifier occupies the position closest to the substantive in 12 instances thus 80% while the enumerative and interrogative follow with 74% and 67% respectively. The relative takes the outer-border position with 83%. The possessive is noted as evenly distributed in two positions, namely closer and further to the substantive while the relative is relatively fixed at the extreme-right of the substantive.

There are differences in terms of ordering in each group. The pattern Subs, Adj, Poss is the one with higher frequency of the two qualificatives observed. With the group of three qualificatives, the Dem Poss Rel outnumbers other sequences in the original sequences. Looking at Section 5.3, the sequence, involving the Poss Adj Rel Rel outnumbers other sequences in a group of four with the original sequences while in the group of five qualificatives all the sequences occur only once.

5.3.2 Data from Written Language

The phrases selected from written texts unlike spoken phrases comprise a maximum of four qualificatives in a single substantive phrase. Six of the qualificatives reflect with the Possessive being the qualificative with the highest frequency of occurrence. Recurrence was also noted in this category with the relative and possessive with 33% and 32%, respectively. The data also revealed both the demonstrative and enumerative as the occupants of the closest position to the substantive. In 18 noted instances of its occurrence, the demonstrative is placed in a position immediately after the substantive. Similarly, the enumerative is the least occurring qualificative across phrases from written language and in its single occurrence it is closer to the substantive. The outer-border position is occupied by the relative and the possessive with 33 (91%) and 32 (73%) respectively.

Of the 15 ordering patterns observed, two qualificatives, namely the set Poss Poss has the highest frequency of occurrence while the Dem Poss Rel outnumbers other sequences in a group of three. Although there was a group of four qualificatives, there were few cases detected and each occurred only once. There is therefore, no dominant sequence in this category.

5.3.3 Data from Respondents

The third category of data was from the mother-tongue speakers. As stated earlier, they were presented with ten phrases from each group of phrases and asked to confirm the acceptability of the sequences as well as to provide alternative sequences where applicable. The phrases were selected from both spoken and written language.

The data revealed the sequence Poss Rel as opted for by speakers. Looking at Table 5.10 speakers hardly opted for the Rel Poss sequence; instead, they selected its alternative, the Poss Rel and supported the sequence reflected by the Poss Rel, without reversing the version. Although the words used differed, the set Rel Poss as the original or the alternative was marked as unacceptable. Table 5.11 presented statistics for three qualificatives in which the Quant Rel Poss and Dem Quant Rel sequences outnumbered other sequences with 68% and 67% respectively. With the group of four, the data revealed the sequence Int Adj Poss Rel as the prevalent. However, there were many sequences suggested in that the ten phrases have yielded 94 alternative sequences and this made it difficult to identify the dominant ordering pattern. Looking at phrases with five qualificatives,

from spoken language, the set Poss Poss Poss Poss Rel is noted. The sequence demonstrates the recurrence of the possessive in a single substantive phrase.

Based on the above summary, there is no uniform sequence across categories; as such, it can be concluded that the preferred ordering of qualificatives in cases of consecutive appearance in a substantive phrase is as follows:

Table 5.1 Preferred Ordering Pattern

Group 1	Group 2	Group 3
[(Dem), (Quant), (Int), (Poss)]	[(Poss), (Adj), (Rel), (Quant), (Enum)]	[(Poss), (Rel)]

Table 5.1 indicates that one of the qualificatives in each group can be selected with possibilities of recurrence of the possessive, relative and adjective depending on the number of qualificatives used. It is noted that there is relative freedom of occurrence across the qualificatives. Although the data revealed a range of possible sequences it is established that the possessive is freely mobile and that it precedes the relative in cases where they both occur in a single phrase. It is also noted that the relative is relatively fixed to the outer-border position. The demonstrative, quantifier and interrogative are mostly located closer to the substantive and followed by other qualificatives. It is further established that the recurrence of the demonstrative, interrogative, quantifier and enumerative is proscribed in Sesotho.

5.4 Factors Influencing the Ordering of Qualificatives

The third question sought to establish factors that underpin the ordering of qualificatives in cases of their stacking in a single substantive phrase. Phrases from both spoken and written forms of language were combined to address this question. Mother-tongue speakers were asked to provide possible reasons for both the acceptability and unacceptability of a certain sequence of qualificatives. However, most speakers could not justify their responses but could support certain sequences and reject some and rather provide alternatives which they acknowledge as the proper way of speaking.

Few participant speakers cited focus as a contributing factor to the distribution of qualificatives. Crystal (2008) defines focus as what is at the centre of people's communicative interest. Different people observe similar things in different ways. Alteration of elements within a phrase or a sentence is done, though such structures share semantic representations with minor focal differences.

The other factor is the relationship of certain qualificatives with the substantive. Some qualificatives such as the demonstrative and interrogative are closely related to the substantive and their placement far from the substantive results in obscure meaning or change of the intended meaning. The relative appears relatively tied to the final position at the far right of the substantive, thus allowing occasional placement in other positions within the phrase. The mother-tongue speakers also stated that pointing precedes description. That is, it is generally preferable to point to a reference before giving the description. This, in their view, draws the listeners' attention to what is being referred to albeit with the speaker's interest taking precedence.

Emphasis also can be a determining factor. It is stated that the qualificative as the most important aspect is more emphasised than the rest. Looking at the elements of the substantive phrase, the qualificative that bears emphasis is foregrounded. The concept of foregrounding allows the emphatic qualificative to be fronted or take precedence to others while still retaining the intended meaning. The other factor is the syntactic complexity of the qualificative. Extended qualificatives for instance, give precedence to original ones in cases of successive appearance. Their complex nature restricts them from taking precedence in many instances. They are most likely placed in the final position although it is possible to place them in any other positions, the examples of which are the Relative and the Possessive in Sesotho.

The shared knowledge between the speaker and the hearer is also a determining factor. This can result in the omission of the substantive or the use of the pronoun instead of the noun. Here, once both the speaker and the hearer know the referent, they can omit it to avoid redundancy in both spoken and written phrases. The context in this regard aids the prediction of the substantive that is omitted. In written discourse, it could have been stated earlier whereas it could be known to the participants in spoken discourse.

5.5 Concluding Remarks

The study has discussed different ordering patterns of qualificatives in a substantive phrase. The Sesotho qualificatives dealt with are the adjective, demonstrative, enumerative, interrogative, possessive, relative and quantifier. They were tested with the morphological, syntactic and semantic criteria. The head word in this phrase can be a noun (implicit or explicit), a pronoun or a nominal derivative adverb. The following conclusions are drawn on the basis of the discussion.

The first point relates to the status of the qualificative. It is stated that the qualificative is an independent lexical category that serves to give more information about the substantive. By virtue of having an element that links it to the substantive, a word or group of words that gives information about the substantive is a qualificative. A qualificative can follow immediately the substantive (local) it modifies or follow intervening elements (distant) such as in floating qualificatives.

The second issue discussed is the preferred ordering of qualificatives in a substantive phrase. The researcher concludes that there is a relative freedom of occurrence within the phrase. However, in Sesotho the qualificatives that occur closer to the head are the determiner, interrogative and quantifier while the relative is mostly fixed to the extreme-right position. Other qualificatives occupy the medial position while the possessive is freely mobile. Although the possessive is mobile, it precedes the relative when they co-occur. The possessive together with the relative and adjective do recur while the recurrence of the demonstrative, interrogative, quantifier and enumerative is proscribed. It is also concluded that two and three qualificatives are generally preferred in both writing and speaking. This is evidenced by the decrease of phrases when the number of qualificatives increases. With the former, the four qualificatives were preferable while with the latter the four and five qualificatives used but not preferred as shown by the decline of phrases.

Equally significant are the factors which influence the sequence of the qualificatives in a substantive phrase. Such aspects as focus, syntactic complexity of the qualificative, the syntactic relationship between the substantive and the qualificatives, emphasis and the knowledge shared by both the speaker and the hearer about the referent, influence the order, especially the consecutive appearance of qualificatives in a phrase.

5.5.1 Contribution of the Study

This sub-section highlights the theoretical contribution of the study. Most studies have focused on the morphology of the noun, the class system and its basic semantic features. The present study is taking a syntactic trend in the study of the noun (substantive) in Sesotho and sets the basis for future research.

The study also established the concept of qualificative floating. As indicated earlier, the concept of floating as a component of English featured the quantifier to the exclusion of any other qualificatives. This is one of the aspects which mark a body of new knowledge contributed by this study. In addition, the study presented the criteria against which members of the substantive phrase will be tested. Looking at the morphology, syntax and semantics of the dependents of the substantive phrase, scholars will test the qualificatives and thus provide justification for their classification.

5.5.2 Recommendation for Future Research

Scholars have compared the structure of the noun and its dependents in other African languages. Although Sesotho, Northern Sotho and Tswana belong to the same language group, they are slightly different as reflected amongst the speakers of these particular languages. In particular, Sesotho has hardly been included in any comparative studies done to date. Further research on comparison of the syntax of the substantive phrase and its elements in Sesotho as well as with that of other African languages, would, I hope, enable scholars to determine an objective hierarchical ordering of the elements of the noun phrase applicable across the Bantu languages.

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Appendices: Research Instrument and Ethical Clearance Certificate

Appendix 1: Collected Sentences

1. Bana ba bang ba bang mahabo bona ba lebatooa la Machache...
2. Ke ratile tsela eo eane oa Thabo e moholo a buang ka eona.
3. Faese chancelara ea borobong ea sekolo se seholo sa sechaba ebile e le moithuti oa mehleng oa sona, e a hlomamisoa ka la 21 Tlhakube 2015.
4. Ntho ea mantlha eo ba lokelang ho e ela hloko ke....
5. Phano e tsoileng matsoho ea litšebeletso kahar'a lekala.
6. Lisebelisoa tse ling tsa sepolesa sa Lesotho...
7. Sepheeo sa oekeshopo ena ea matsatsi a mararo ke ho....
8. ...Ke e 'ngoe ea liqholotso tse ngata tse bonahalang...
9. Sello se seholo sa mafapha ana...
10. Boholo ba bana ba kenang sekolo moo ke likhutsana.
11. Taba eno ea bona eona ka boeona
12. Qholotso e kholo eo ba tobanang le eona...
13. E mong oa litichere ea buileng
14. Liqholotso tse ngata tseo re thulanang le tsona tšebetsong...
15. O hokele baokameli ba likolo tsa mathomo tse fapaneng
16. Maemo a hlakileng a leholimo a tla lebelloa...
17. Likomiti tse fapaneng tsa tšebetso...
18. SADC ka linaha tsa eona tse fapaneng...
19. ...ka taba ena e ba hlabileng habohlolo...
20. ...bangoli ba baholo ba makala...
21. E le mohato o mong oa ho theolela matla sechabeng...
22. Re na le leano le letle le hlakileng la naha...
23. Re tla be re phethile thomo ea bohle ba re romileng...
24. Ba nang le chelete e nyenyane polokelong ea bona ea banka.
25. E meng ea melemo ea sehlahisoa sena sa rona...
26. Batho ba bokane bohle ba nang le thahasello sehlahisoeng sena...

27. Setsi seo sa senkatane...
28. Moralo oa mantlha oa lichelete...
29. Molemo o moholo oo re o fumaneng ka morero ona...
30. Mongoli e moholo oa lekala la lichelete...
31. Matichere ohle a likolo tsa mathomo..
32. ...le lilemong tsona tsena tsa rona
33. Libaka tse ling tsa mabalane ho tla bata
34. ...matichere a ka a mehleng...
35. ...bana bao re ba rutang ha se bane ba khale.
36. U mo bitsitse ka lebitso lesele leo a sa le rateng la habo 'mae.
37. ...a phete tsohle tsa bosiu tseo a li boneng...
38. Lipetlele tsa rona tsa likereke tse fapaneng...
39. Tlo tlose ntho tsena tsa hao tseo u li sihileng mona setulong.
40. Mosebetsi ona o motle oo le ntseng le tsoela pele ho o etsa
41. Poresitente ena ea mehleng ea Nigeria e ...
42. Taba e sa ntse e le pharela ena ea bana ea ho hana sekolo.
43. Batho bohle bana bao le ba boneng mona, ba siile mabaka a bona a mangata...
44. Ke bua ka ngoana oa ngoan'eso enoa ea hlahlamang ea ntlahlamang
45. Ke lebeletse libuka tse ngata tsa Sesotho tsa sebopeho-puo kajeno.
46. Taba ea rona ea mantlha eo re e tšohlang kajeno ke moteno oa bacha.
47. Holim'a batho bohle ba re phalletseng ba motse ona, ha kea bona morena.
48. Ke tsebile hantle hore ha ho le e 'ngoe ea litaba tsa ka tsa maobane tse ke u boleletseng tsona eo u e utloileng.
49. Ha ke utloe na ke moriana ofe oa seboko oo u buang ka oona.
50. Lipampiri tseno tsohle tse qhalakaneng hohle li bakile bohlasoa.
51. Lekechara ena ea PHI e tenang e re file mosebetsi o mongata.
52. Batho ba Roma mona bohle ba rekisang seterateng ba qhalla lithole mona.
53. Tsena tsohle tse buuoang tsa boloi kea li utloa empa motho o na le litokelo.
54. Ke leboha limpho tsena tsohle tseo le mphileng tsona.
55. Haele 'na ka maoto ana a ka a mabeli nkeke ka fihla mono.
56. U bolela hore hore melemo ee eohle eo re ba etselitseng eona ha ba e lemohe.

57. Lijo tse monate life tseo u sa re nehang tsona?
58. O thata esense e ntle e tšesane e kopaneng ...
59. ...libuka tsa khale tse tabohileng tse se nang maqephe ...
60. Mantsoeng aa ao ke a ngotseng a latellanang, ke lentsoe lefe le fapaneng le a mang?
61. Mosebetsi o boima ona oa mahokela oa ho ho lebela metse bosiu ...
62. Morero oa ka o le mong oa mantlha oo ke lakatsang ho o phetha...
63. Lifofane tsena tsa sesole tse tsamaisang thepa ea likhetho, li sebelisoa hampe.
64. Mokhethoa oa lebatooa le leng la Mafeteng la DC o khetholla sechaba.
65. Khomo tsa ntate tse ntle tse khunoana...
66. Ha ke rate ho lula motseng ona oa mona o likhathatso li sa feleng.
67. Ea buileng lebitsong la baphatlalatsi bohle ba Lesotho bao e leng litho tsa MISA...
68. O shoele lefu le bohloko, la sefapano, le eisehang empa a se na molato.
69. Ke motho 'ngoe ea hoelehelitseng eo?
70. Le bona bana ba Maseru ba hlalefileng ha ba tsebe litokelo tsa bona.
71. Lintho tsena tse ngata tse tšosang tseo u li buang u li nka kae?
72. Koloï ena e ntšo ea Majapane eo ke tsamaeang ka eona
73. A e bona kae thipa e ntle ea bohobe e bohale tje?
74. Ke letsatsi le mona leo ke nang le litlelase tse mona tse ngata tsa maoane tse latellanang.
75. Litereke li tla eteloa tsohle tse leshome tsa Lesotho...
76. Batho ba baholo ba ha Ralejoe ba kholang ba banna ba fokola ka palo.
77. Lebese leno le lengata le bolila le tsoang ka junifesithi le le siee.
78. Raporoto ela ea Phumaphe ea lefu la Mahao e phehiloeng e feletse kae?
79. Ke lintho life tse hlano tsa bohlokoa tseo u ithutileng tsona paleng ee?
80. Ke ngoana oa mang eo ea sa tšabeng batho ea binang ha ho buuo le eena.
81. Leha ba ka palama eno ea ha Moitšupeli e tšoeu ea sekoro-koro ba tla fihla.
82. Ke ka lebaka la linthonyana tse nyane tsena tseo ba li etsang tseo re sa li tsotelleng
83. Re jele lipompong tse monate tse kholo tsa lichokoete tse phuthetsoeng ka makhethe.
84. Thipa eno e kholo e ntšo ea sakha ke ea rona.
85. Motho enoa oa Leribe e motšo ea mahlo a makhubelu o likhathatso.
86. Mok'huk'hu o monyane oa masenke o pel'a tsela o shebileng tlaase...
87. Ha ho hole empa tsela ea teng e mpe, e likoti, e tšesane, ke eona e nyahamisang motho.
88. Re jele bohobe ba shopong bo bosootho ba lofo bo khamang.

89. Ba tlisitse karolo e 'ngoe ea tente ea seili e neng e saletse.
90. Banna ba babeli ba batšo ba lihanyata ba Makaoteng...
91. Ba bitsa bana bohle ba bashanyana ba lilemo li ka tlaase ho leshome ba e s'ole likatiba.
92. Le matichere ohle a holileng a likonyana a hlokang mangolo a tla thusoa.
93. Ke bafe banana ba matsatsi aa ba banyenyane ba rutehileng ba hlonephang?
94. Ke buile le eane oa Lerotholi e monyenyanane oa lesolenyanane ea tsebang bolo.
95. Re tsamaile ka bese ea Kou e khubelu e lebanta le lesosotho e lebelo e khannoang ke Bushy.
96. Letona le tlisitse linaoa tsa liphallelo, tse sootho tse tšupa tse senyehileng.
97. Ke tla fumana koloi efe ea Likalaneng e sa tlang e nyolohang hona joale?
98. He bana baa sokolisa bana ba likhutsana bao re ba holisang!
99. Ke linotlolo tsa YH tse tharo tse telele tse fasitsoeng ka khoele e putsoa.
100. Ho setse malinyane a mabeli a matelele a matona a large white.
101. .. ke se entse molemong oa bana, oa batsoali, oa sekolo le oa sechaba se phelang mona.
102. Lebitsong la morena oa ka e moholo eo ke mo hlomphehang oa Thaba-Bosiu...
103. Ba mo amohile thepa eohle ea ka tlang e ntle eo a nang le eona.
104. ...kahara manyofo-nyofo a mangata ana a sa feleng a motse ona a bakileng lipolaeano.
105. Matichere ohle a likolo tsa mathomo tsa likereke tse sa ngolisoang tsa setereke sa Leribe....
106. Le tlise buka e le 'ngoe ea Sesotho e monate ea tsoantšiso eo le e balang sekolong.
107. Likoloi tsohle tsena tse chipi tsa Majapane tse tletseng Maseru ena, li se li khafetsoe.
108. O tenne borikho bo bocha ba borenteute bo bosootho bo benyang bo aennoeng haholo.
109. Khomo ea ka ke eona eno e phatšoa e kapele e hlotsang eo ba e robileng ka sehlooho.
110. Le koana haeso lebitso la ngoana la Sesotho le amohelehang la habo 'mae le ka bitsoang ke batho bohle, ha le bitsoe.
111. Ba tlisitse litsunyana tsa mahe tsa Sekhooa tse khoarahlana tse letsatsi le leng tse tla behela haholo.
112. Senotlolo sa kamore se senyane sa mpone-ke-ile se benyang se neng se le mona setulong.
113. Mpolle hore na moriana ona o matla oa seboko o mosehlanyana o botlolong e tala o sebelisoa joang.

114. Motho enoa ea melato ea bolotsana ea hlokang botho ea ipokeletseng ka
sesole o bitsoa motlatsi oa tona-kholo.
115. Leha ba tsamaile le motsamaisi enoa oa bona oa pina ea hloahloa ea tšabanang le
bona, ba ntse ba tsoa taolong.
116. Likhomo tsa ka ho setse tseno tse peli tse tona tsa manamane.
117. ..matona ana a morena a ne a busa ka phafa le katse
118. Morena o ne a le teng e moholo ea neng a busa mafatše a mangata
119. ...’me a rata bana bana ba hae haholo
120. Empa botebo bohle ba lerato la hae...
121. ...lipalesa tsa mefuta eohle eo motho a kileng a e bona
122. Monko o monate o tsoang lipaleseng
123. ...libopuo a tsohle tsa morena.
124. Liapole tsena tsa gauda...
125. ...joaloka lipitikoenyane tse benyang tsa mollo
126. Baeti ba hae ba bohlokoa
127. ...bona liapole tsa hae tsa gauda
128. Nonyana ena ea mohlolo
129. ...e nkile ka molomo liapole tsa gauda tse peli
130. ...mohatla o molelele o khanyang...
131. Kamor’a lithaba tsela tseo ekang kea li bona...
132. Khorong ea lerako e tsoelang ka ntle ho serapa
133. Haele liapole tsa gauda tsohle...
134. ...tšepo ea hae ea hore liapole tsa hae tsa gauda li sa tla pholoso
135. ...leqoqolo le leng la sefontoane
136. ..nanabolele ea matša a maholo
137. ..’me ba bolellana tse monate, tsa lipelo tsa bona
138. ...mosa ona oo a o bonang...
139. Mathata a bophelo ba hae...
140. Liqilikoe tse ling tseo motho a ntseng a sa li tsebe...
141. O ne a qala ho bona nonyana ena ea mofua ona...
142. Sefate se seng sa mohlolo seo e neng e le sona to! lefatšeng

143. ...ka lebaka la litholoana tsena tsa sona tseo a neng a sa li je le ho li ja
144. Liapole tseo tsa hae, tseo a neng a li lekola ka matsatsi ohle
145. ..'me la utsoa tse ling tsa liapole tsa ka tsa gauda
146. Na ke lokela ho lahlehelo a ke liapole tsohle tsa ka tsa gauda na?
147. ...linatla tse mali a matle tse shahlileng, tse bonahalang hantle hore ke manamane
a tau.
148. ...ngaka eo ea makherenkhoa e hlommeng masiba...
149. Torong eo ea hae e tšosang...
150. Litaba tsena tse malimabe tse buuoang hohle mona.
151. ...o lula teroneng ea hae ea gauda e khabisitsoeng ka majoe a bohlokoa
152. Sefate se seng sa mohlolo se tsietsang kelello ea motho se hlollang ruri.
153. Leseli e le eena mookameli oa rona e mocha...
154. ..mantsoe a mabe, a tletseng tello e makatsang ao lira tsena li neng li sa tsoafa ho a
bua...
155. Litšekamelō tse mpe tsa lona har'a sechaba
156. Taelo ea morena Mokotla eo banna ba lekhotla ba neng ba ilo e phetha
157. ..mehlala ea malapa a 'maloa ao Leseli aa tloaetseng hampe..
158. Likano tsa hae tsa botichere...
159. ..e fapohileng tseleng ea rona ea mehla ea tšebetso...
160. Leano la rona la ho boulela khotso...
161. ...bana ba Basotho ba Lesotho...
162. ..matsatsi a bosula a bophelo ba hae
163. Khanya e kaalo ea letsatsi la motšoare o moholo...
164. ...lehala la bocha ba bona...
165. Sefate sa liperekisi se nang le ntloana ea serobebe...
166. Lesiba le lesoeu la khoho...
167. ...bana ba nang le boikarabelo, ba sebelisang boko ho feta letsoalo, ba etsang
liketso tse ntle...
168. Metsoalleng ena ea hao eo u mathang le eona...
169. Liketso tse ngata tsa Leseli
170. Konopo e 'ngoe ea tse ka holimo tsa se-ea- le-moea e ngotsoeng MW

171. Mokoko o fepehileng oa 'Malekupa, oo a neng a o beheletse ka thoko
172. Ngoanana eo oa hae e mocha
173. Lerato le matla, le hlohang meutloa
174. Khaba e le 'ngoe ea koae
175. Seriti sa hae sa botichere..
176. Moqebelong oona oo, oo Leseli a neng a imetsoe...
177. Moalong oa bona, o sepharahali, o neng o name haholo
178. Phaposi eona eane eo a neng a siiloe ka ho eona
179. Bonolonyana ba hae bohle...
180. Mosali enoa eo u bapallang le eena...
181. Basali ba bahlano bao a ileng a palama le bona
182. Bana ba bane ba bacha lilemong...
183. Seemelong se seng sa tse ngata tseo e neng e ntse e tsamaea e ema ho tsona
184. Mosali enoa oa motho enoa...
185. Mohloli oa mantlha oa nto...
186. Lipotsong tse peli tsa hao, tse hlahlamang ea pele...
187. Nako e telele ea bophelo
188. E mong oa basali bane ba babeli
189. Boemo ba litaba ba 'nete...

Appendix 2: Data from Respondents

1. Nthoea mantlha/eo ba lokelang ho e ela hloko

Ntho **eo ba lokelang ho e ela hloko ea mantlha**
2. Phanoe tsoileng matsoho/ea litšebeletso

Phano **ea lišebeletso e tsoileng matsoho**
3. Lisebelisoatse ling/tsa sepolesa sa Lesotho

Lisebelisoa **tša sepolesa sa Lesotho tse ling**
4. Ke e 'ngoe ea liqholotsotse ngata/ tse bonahalang

Ke e 'ngoe ea liqholotso **tse bonahalang tse ngata**
5. Sellose seholo /sa mafapha ana...

Sello **sa mafapha ana se seholo ...**
6. Boholoba bana /ba kenang sekolo moo

*Boholo **ba kenang sekolo moo ba bana**
7. Tabaeno /ea bona eona

*Taba **ea bona eona eno**
8. Qholotsoe kholo /eo ba tobanang le eona

Qholotso **eo ba tobanang le eona e kholo**
9. E mongoa litichere /ea buileng

E mong **ea buileng oa litichere**
10. Liqholotsotse ngata /tseo re thulanang le tsona

Liqholotso **tseo re thulanang le tsona tse ngata**

11. *Lebitsolesele /leo a sa le rateng / la habo 'mae*

Lebitso lesele leo a sa le rateng la habo 'mae

Lebitso lesele la habo 'mae leo a sa le rateng

Lebitso leo a sa le rateng la habo 'mae lesele

Lebitso leo a sa le rateng lesele la habo 'mae

Lebitso la habo 'mae leo a sa le rateng lesele

Lebitso la habo 'mae lesele leo a sa le rateng

12. *...tsohletsa bosiu /tseo a li boneng*

tsohle tseo a li boneng tsa bosiu

tseo a li boneng tsohle tsa bosiu

13. *Lipetleletsa rona /tsa likereke /tse fapaneng*

Lipetlele tsa likereke tsa rona tse fapaneng

Lipetlele tsa likereke tse fapaneng tsa rona

Lipetlele tse fapaneng tsa rona tsa likereke

Lipetlele tse fapaneng tsa likereke tsa rona

Lipetlele tsa rona tse fapaneng tsa likereke

Lipetlele tsa rona tsa likereke tse fapaneng

14. *Nthotsena /tsa hao/tseo u li sihileng mona*

Ntho tsena tseo u li sihileng mona tsa hao

Ntho tsa hao tsena tseo u li sihileng mona

Ntho tseo u li sihileng mona tsena tsa hao

Ntho tsa hao tseo u li sihileng mona tsena

15. *Mosebetsiona /...o motle /oo le ntseng le tsoela pele ho o etsa*

Mosebetsi ona oo le ntseng le tsoela pele ho o etsa o motle

Mosebetsi oo le ntseng le tsoela pele ho o etsa ona o motle

Mosebetsi o motle ona oo le ntseng le tsoela pele ho o etsa

Mosebetsi oo le ntseng le tsoela pele ho o etsa o motle ona

Ona mosebetsi o motle oo le ntseng le tsoela pele ho o etsa

Ona o motle mosebetsi oo le ntseng le tsoela pele ho o etsa

16. *Poresitenteena /ea mehleng /ea Nigeria*

Poresitente ea mehleng ena ea Nigeria

Poresitente ena ea Nigeria ea mehleng

Poresitente ea Nigeria ena ea mehleng

Poresitente ea Nigeria ea mehleng ena

Ea mehleng ena poresitente ea Nigeria

Ena ea Nigeria poresitente ea mehleng

17. *Bathobohle /bana /bao le ba boneng mona*

Batho bana bohle bao le ba boneng mona ...

Batho bana bao le ba boneng mona bohle

Batho bao le ba boneng mona bana bohle

Batho **bohle** **bao le ba bonang mona** (omission)

Bohle **bana bao le ba boneng mona** batho??

Bana **bohle** batho **bao le ba boneng mona??**

18. *Ngoana oa ngoan'eso ...**enoa /ea hlahlamang /ea ntlahlamang***

ngoana oa ngoan'eso **ea hlahlamang enoa ea ntlahlamang**

ngoana oa ngoan'eso **ea hlahlamang ea ntlahlamang enoa**

*Ngoana oa ngoan'eso **ea ntlahlamang ea hlahlamang enoa**

19. *Sefate**se seng /sa mohlolo /seo e neng e le sona to! lefatšeng***

Sefate **sa mohlolo se seng seo e neng e le sona to! lefatšeng**

Sefate **sa mohlolo seo e neng e le sona to! lefatšeng se seng**

Sefate **seo e neng e le sona to! lefatšeng sa mohlolo se seng**

Sefate **seo e neng e le sona to! lefatšeng se seng sa mohlolo**

Sefate **se seng seo e neng e le sona to! lefatšeng sa mohlolo**

Sefate **seo e neng e le sona to! sa mohlolo lefatšeng**

Sefate **se seng seo e neng e le sona to! sa mohlolo lefatšeng**

20. *Litholoana**tsena /tsa sona /tseo a neng a sa li je le ho li ja***

Litholoana **tsa sona tsena tseo a neng a sa li je le ho li ja**

Litholoana **tsena tseo a neng a sa li je le ho li ja tsa sona**

Litholoana **tseo a neng a sa li je le ho li ja tsena tsa sona**

Litholoana **tsa sona tseo a neng a sa li je le ho li ja tsena**

21. *Litlelasetse mona /tse ngata /tse maoane /tse latellanang.*

Litlelase tse mona tse latellanang tse ngata tsa maoane
Litlelase tse mona tsa maoane tse latellanang tse ngata
Litlelase tse mona tsa maoane tse ngata tse latellanang
Litlelase tse mona tse latellanang tsa maoane tse ngata
Litlelase tsa maoane tse mona tse latellanang tse ngata
Litlelase tsa maoane tse latellanang tse mona tse ngata
Litlelase tsa maoane tse mona tse ngata tse latellanang
Litlelase tse ngata tse latellanang tse mona tsa maoane
Litlelase tse ngata tse mona tsa maoane tse latellanang
Litlelase tse ngata tsa maoane tse latellanana tse mona
Litlelase tse ngata tse mona tse latellanang tsa maoane
Litlelase tse ngata tsa maoane tse mona tse latellanang
Litlelase tse latellanang tse mona tsa maoane tse ngata
Litlelase tse latellanang tsa maoane tse mona tse ngata
Litlelase tse latellanang tsa maoane tse ngata tse mona
Litlelase tse latellanang tse mona tse ngata tsa maoane

22. *Sefatese seng /sa mohlolo /se tsietsang kelello ea motho*

Sefate se tsietsang kelello ea motho sa mohlolo se seng se hlolang ruri
Sefate se tsietsang kelello ea motho se hlolang ruri se seng sa mohlolo
Sefate se tsietsang kelello ea motho se seng sa mohlolo se hlolang ruri
Sefate se seng se hlolang ruri sa mohlolo se tsietsang kelello ea motho
Sefate se seng se tsietsang kelello ea motho sa mohlolo se hlolang ruri
Sefate se seng sa mohlolo se hlolang ruri se tsietsang kelello ea motho
Sefate sa mohlolo se tsietsang kelello ea motho se seng se hlolang ruri
Sefate sa mohlolo se hlolang ruri se tsietsang kelello ea motho se seng
Sefate sa mohlolo se seng se tsietsang kelello ea motho se hlolang ruri

Sefate **sa mohlolo se seng se hlollang ruri se tsietsang kelello ea motho**

Sefate **se hlollang ruri sa mohlolo se tsietsang kelello ea motho**

Sefate **se seng se tsietsang kelello ea motho se hlollang**

23. ***Literekengtsena /tsohle /tse leshome /tsa Lesotho***

Literekeng **tsena tse leshome tsa Lesotho tsohle**

Literekeng **tsena tsa Lesotho tse leshome tsohle**

Literekeng **tsena tsohle tsa Lesotho tse leshome**

Literekeng **tsena tsa Lesotho tsohle tse leshome**

Literekeng **tsena tse leshome tsohle tsa Lesotho**

Literekeng **tsohle tsena tse leshome tsa Lesotho**

Literekeng **tsohle tsa Lesotho tse leshome tsena**

Literekeng **tsohle tse leshome tsena tsa Lesotho**

Literekeng **tse leshome tsohle tsena tsa Lesotho**

Literekeng **tse leshome tsena tsohle tsa Lesotho**

Literekeng **tse leshome tsa Lesotho tsena tsohle**

Literekeng **tsa Lesotho tsena tsohle tse leshome**

Literekeng **tsa Lesotho tse leshome tsena tsohle**

24. ***Bathoba baholo /ba ha Ralejoe /ba kholang /ba banna***

Batho **ba banna ba baholo ba kholang ba Ha Ralejoe**

Batho **ba banna ba Ha Ralejoe ba baholo ba kholang**

Batho **ba banna ba Ha Ralejoe ba kholang ba baholo**

Batho **ba banna ba baholo ba Ha Ralejoe ba kholang**

Batho **ba baholo ba kholang ba banna ba Ha Ralejoe**

Batho **ba baholo ba banna ba Ha Ralejoe ba kholang**

Batho **ba baholo ba banna ba kholang ba Ha Ralejoe**

Batho **ba baholo ba kholang ba Ha Ralejoe ba banna**

Batho **ba Ha Ralejoe ba banna ba baholo ba kholang**

Batho **ba Ha Ralejoe ba baholo ba banna ba kholang**

Batho **ba Ha Ralejoe ba baholo ba kholang ba banna**

Batho **ba Ha Ralejoe ba kholang ba banna ba baholo**

Batho **ba kholang ba banna ba Ha Ralejoe ba banna**

Batho **ba kholang ba banna ba baholo ba Ha Ralejoe**

Batho **ba kholang ba banna ba Ha Ralejoe ba baholo**

25. *Lebese.....leno /le lengata /le bolila le tsoang junifesithi*

Lebese **leno le bolila le lengata le tsoang junifesithi**

Lebese **leno le tsoang junifesithi le lengata le bolila**

Lebese **leno le lengata le tsoang junifesithi le bolila**

Lebese **leno le bolila le tsoang junifesithi le lengata**

Lebese **leno le tsoang junifesithi le bolila le lengata**

Lebese **leno le bolila le tsoang junifesithi le lengata**

Lebese **le tsoang junifesithi leno le bolila le lengata**

Lebese **le tsoang junifesithi le lengata leno le bolila**

Lebese **le tsoang junifesithi leno le lengata le bolila**

Lebese **le bolila leno le tsoang junifesithi le lengata**

Lebese **le bolila le lengata leno le tsoang junifesithi**

Lebese **le bolila leno le lengata le tsoang junifesithi**

Lebese **le lengata le bolila leno le tsoang junifesithi**

Lebese **le lengata leno le bolila le tsoang junifesithi**

Lebese **le tsoang junifesithi leno le bolila**

26. *Raporotoela /ea Phumaphe /ea lefu la Mahao/ e phehiloeng*

Raporoto **ea lefu la Mahao e phehiloeng ela ea Phumaphe**

Raporoto **ea lefu la Mahao ela ea Phumaphe e phehiloeng**

Raporoto **ela ea lefu la Mahao ea Phumaphe e phehiloeng**

Raporoto **ela ea lefu la Mahao e phehiloeng ea Phumaphe**

Raporoto **ela e phehiloeng ea Phumaphe ea lefu la Mahao**

Raporoto **ela e phehiloeng ea lefu la Mahao ea Phumaphe**

Raporoto **ela ea Phumaphe e phehiloeng ea lefu la Mahao**

Raporoto **ela ea Phumaphe ea lefu la Mahao e phehiloeng**

Raporoto **ea Phumaphe ea lefu la Mahao ela e phehiloeng**

Raporoto **ea Phumaphe ela ea lefu la Mahao e phehiloeng**

Raporoto e phehiloeng ela ea Phumaphe ea lefu la Mahao

27. *Ke lintholife /tse hlano /tsa bohlokoa/tseo u ithutileng tsona*

Ke lintho **life** tsa bohlokoa tseo u ithutileng tsona tse hlano
Ke lintho **life** tsa bohlokoa tse hlano tseo u ithutileng tsona
Ke lintho **life** tseo u ithutileng tsona tse hlano tsa bohlokoa
Ke lintho **life** tse hlano tseo u ithutileng tsona tsa bohlokoa
Ke lintho **tsa** bohlokoa life tse hlano tseo u ithutileng tsona
Ke lintho **tsa** bohlokoa tse hlano life tseo u ithutileng tsona
Ke lintho **tse** hlano tsa bohlokoa life tseo u ithutileng tsona
Ke lintho **tse** hlano life tsa bohlokoa tseo u ithutileng tsona
Ke lintho **tse** hlano life tseo u ithutileng tsona tsa bohlokoa
Ke lintho **tseo** u ithutileng tsona life tse hlano tsa bohlokoa

28. *Ngoanaoa mang /eo /ea sa tšabeng batho /ea binang ha ho buuo le eena?*

...ngoana oa mang ea sa tšabeng batho eo ea binang ha ho buuo le eena
...ngoana oa mang ea binang ha ho buuo le eena eo ea sa tšabeng batho
...ngoana oa mang eo ea binang ha ho buuo le eena ea sa tšabeng batho
...ngoana ea sa tšabeng batho oa mang eo ea binang ha ho buuo le eena

29. *Enoea ha Moitšupeli /e tšoeu /ea sekoro-koro*

...eno e tšoeu ea sekorokoro ea ha Moitšupeli
...eno ea ha Moitšupeli ea sekoro-koro e tšoeu
...eno ea sekoro-koro ea ha Moitšupeli e tšoeu
...eno e tšoeu ea ha Moitšupeli ea sekorokoro
... eno ea sekorokoro e tšoeu ea ha Moitšupeli
... e tšoeu eno ea sekoro-koro ea ha Moitšupeli
... ea ha Moitšupeli e tšoeu eno ea sekoro-koro

30. *Lipompong ...tse kholo /tse monate /tse lichokolete /tse phuthetsoeng ka makhethe*

Lipompong tse monate tse kholo tsa lichokolete tse phuthetsoeng ka makhethe
Lipompong tsa lichokolete tse kholo tse monate tse phuthetsoeng ka makhethe

Lipompong tse phuthetsoeng ka makhethe tsa lichokolete tse kholo tse monate
Lipompong tse kholo tse monate tsa lichokolete tse phuthetsoeng ka makhethe
Lipompong tse phuthetsoeng ka makhethe tse kholo tse monate tsa lichokolete
Lipompong tse kholo tsa lichokolete tse phuthetsoeng ka makhethe tse monate
Lipompong tsa lichokolete tse kholo tse phuthetsoeng ka makhethe tse monate
Lipompong tse kholo tse phuthetsoeng ka makhethe tse monate tsa lichokolete
Lipompong tsa lichokolete tse phuthetsoeng ka makhethe tse kholo tse monate
Lipompong tse monate tse phuthetsoeng ka makhethe tsa lichokolete tse kholo
Lipompong tse monate tsa lichokolete tse phuthetsoeng ka makhethe tse kholo
Lipompong tse phuthetsoeng ka makhethetsa lichokolete tse monate tse kholo
Lipompong tse monate tse kholo tse phuthetsoeng ka makhethe tsa lichokolete
Lipompong tse monate tsa lichokolete tse kholo tse phuthetsoeng ka makhethe
Lipompong tse kholo tsa lichokolete tse monate tse phuthetsoeng ka makhethe
Lipompong tsa lichokolete tse monate tse kholo tse phuthetsoeng ka makhethe

31. *Manyofo-nyofoa mangata/ana /a sa feleng /a motse ona /a bakileng lipolaeano*

Manyofo-nyofo ana a motse ona a sa feleng a mangata a bakileng lipolaeano
Manyofo-nyofo ana a motse ona a mangata a sa feleng a bakileng lipolaeano
Manyofo-nyofo ana a mangata a sa feleng a motse ona a bakileng lipolaeano
Manyofo-nyofo ana a mangata a motse ona a sa feleng a bakileng lipolaeano
Manyofo-nyofo ana a mangata a bakileng lipolaeano a sa feleng a motse ona
Manyofo-nyofo ana a sa feleng a motse ona a mangata a bakileng lipolaeano
Manyofo-nyofo ana a sa feleng a motse ona a bakileng lipolaeano a mangata
Manyofo-nyofo ana a sa feleng a mangata a motse ona a bakileng lipolaeano
Manyofo-nyofo ana a sa feleng a motse ona a bakileng lipolaeano a mangata

Manyofo-nyofo **ana a sa feleng a mangata a bakileng lipolaeano a motse ona**
 Manyofo-nyofo **a sa feleng ana a mangata a mose ona a bakileng lipolaeano**
 Manyofo-nyofo **a sa feleng a mangata ana a bakileng lipolaeano a motse ona**
 Manyofo-nyofo **a sa feleng a mangata ana a motse ona a a bakileng lipolaeano**
 Manyofo-nyofo **a motse ona a mangata ana a sa feleng a bakileng lipolaeano**
 Manyofo-nyofo **a motse ona ana a mangata a sa feleng a bakileng lipolaeano**
 Manyofo-nyofo **a bakileng lipolaeano a mangata ana a sa feleng a motse ona**
 Manyofo-nyofo **a bakileng lipolaeano ana a sa feleng a motse ona a mangata**
 Manyofo-nyofo **a mangata a motse ona ana a sa feleng a bakileng lipolaeano**
 Manyofo-nyofo **a motse ona a sa feleng a bakileng lipolaeano a mangata**
 Manyofo-nyofo **ana a bakileng lipolaeano a motse ona a sa feleng**
 Manyofo-nyofo **ana a motse ona a sa feleng a bakileng lipolaeano**
 Manyofo-nyofo **a bakileng lipolaeano ana a mangata a motse ona**

32. *Likolotsa mathomo /tsa likereke /tse sa ngolisoang /tsa setereke sa Leribe*

Likolo tsa setereke sa Leribe tsa likereke tsa mathomo tse sa ngolisoang
 Likolo tsa setereke sa Leribe tsa mathomo tsa likereke tse sa ngolisoang
 Likolo tse sa ngolisoang tsa mathomo tsa likereke tsa setereke sa Leribe
 Likolo tse sa ngolisoang tsa setereke sa Leribe tsa mathomo tsa likereke
 Likolo tse sa ngolisoang tsa mathomo tsa setereke sa Leribe tsa likereke
 Likolo tsa mathomo tse sa ngolisoang tsa setereke sa Leribe tsa likereke
 Likolo tsa mathomo tsa setereke sa Leribe tsa likereke tse sa ngolisoang
 Likolo tsa mathomo tsa likereke tsa setereke sa Leribe tse sa ngolisoang
 Likolo tsa mathomo tse sa ngolisoang tsa likereke tsa setereke sa Leribe
 Likolo tsa likereke tsa setereke sa Leribe tsa mathomo tse sa ngolisoang
 Likolo tsa likereke tsa mathomo tse sa ngolisoang tsa setereke sa Leribe
 Likolo tsa likereke tse sa ngolisoang tsa setereke sa Leribe tsa mathomo
 Likolo tsa likereke tsa setereke sa Leribe tse sa ngolisoang tsa mathomo
 Likolo tsa likereke tsa mathomo tsa setereke sa Leribe tse sa ngolisoang

33. *Bukae le 'ngoe /ea Sesotho /e monate /ea tšoantšiso /eo le e balang*

Buka ea tšoantšiso eo le e balang ea Sesotho e monate e le 'ngoe

Buka ea tšoantšiso ea Sesotho e le 'ngoe e monate eo le e balang

Buka ea tšoantšiso e le 'ngoe e monate ea Sesotho eo le e balang

Buka ea tšoantšiso e le 'ngoe ea Sesotho e monate eo le e balang

Buka ea tšoantšiso ea Sesotho e monate e le 'ngoe eo le e balang

Buka ea tšoantšiso e monate ea Sesotho e le 'ngoe eo le e balang

Buka ea tšoantšiso eo le e balang e le 'ngoe ea Sesotho e monate

Buka ea tšoantšiso e le 'ngoe e monate eo le e balang ea Sesotho

Buka eo le e balang e le 'ngoe ea Sesotho e monate ea tšoantšiso

Buka eo le e balang e monate e le 'ngoe ea Sesotho ea tšoantšiso

Buka eo le e balang e le 'ngoe ea tšoantšiso ea Sesotho e monate

Buka e monate ea tšoantšiso ea Sesotho eo le e balang e le 'ngoe

Buka e monate e le 'ngoe ea Sesotho ea tšoantšiso eo le e balang

Buka e monate e le 'ngoe ea tšoantšiso ea Sesotho eo le e balang

Buka e monate e le 'ngoe ea Sesotho eo le e balang ea tšoantšiso

Buka ea Sesotho e monate ea tšoantšiso eo le e balang e le 'ngoe

Buka ea Sesotho e le 'ngoe e monate ea tšoantšiso eo le e balang

Buka ea Sesotho e le 'ngoe e monate eo le e balang ea tšoantšiso

Buka ea Sesotho e le 'ngoe eo le e balang ea tšoantšiso e monate

Buka ea Sesotho e le 'ngoe ea tšoantšiso e monate eo le e balang

Buka e le 'ngoe eo le e balang e monate ea tšoantšiso ea Sesotho

Buka e le 'ngoe e monate ea tšoantšiso eo le e balang ea Sesotho

Buka e le 'ngoe ea tšoantšiso eo le e balang e monate ea Sesotho

Buka e le 'ngoe ea tšoantšiso ea Sesotho eo le e balang e monate

Buka e le 'ngoe e monate ea tšoantšiso ea Sesotho eo le e balang

Buka e le 'ngoe e monate eo le e balang ea tšoantšiso ea Sesotho

Buka e le 'ngoe e monate ea Sesotho ea tšoantšiso eo le e balang

Buka e le 'ngoe e monate ea Sesotho eo le e balang ea tšoantšiso

Buka e le 'ngoe ea Sesotho ea tšoantšiso e monate eo le e balang

Buka e le 'ngoe ea Sesotho eo le e balang e monate ea tšoantšiso

Buka e le 'ngoe ea Sesotho e monate eo le e balang ea tšoantšiso

Buka e le 'ngoe ea Sesotho eo le e balang ea tšoantšiso e monate

Buka e le 'ngoe ea Sesotho ea tšoantšiso eo le e balang e monate

Buka eo le e balang e monate ea tšoantšiso ea Sesotho

Buka eo le e balang ea tšoantšiso e le 'ngoe ea Sesotho

34. *Likoloitsohle /tsena /tse chipi /tsa Majapane /tse tletseng Maseru ena*

Likoloi tsena tsohle tse chipi tsa Majapane tse tletseng Maseru ena

Likoloi tsena tsa Majapane tse chipi tsohle tse tletseng Maseru ena

Likoloi tsena tsa Majapane tsohle tse chipi tse tletseng Maseru ena

Likoloi tsena tse tletseng Maseru ena tsohle tse chipi tsa Majapane

Likoloi tsena tsohle tse tletseng Maseru ena tsa Majapane tse chipi

Likoloi tsena tsohle tsa Majapane tse tletseng Maseru ena tse chipi

Likoloi tsena tsohle tse tletseng Maseru ena tse chipi tsa Majapane

Likoloi tsena tsohle tse chipi tse tletseng Maseru ena tsa Majapane

Likoloi tsena tse tletseng Maseru ena tsa Majapane tse chipi tsohle

Likoloi tsena tse chipi tse tletseng Maseru ena tsa Majapane tsohle

Likoloi tsena tse chipi tsohle tsa Majapane tse tletseng Maseru ena

Likoloi tsena tsa Majapane tsohle tse tletseng Maseru ena tse chipi

Likoloi tsena tsohle tsa Majapane tse chipi tse tletseng Maseru ena

Likoloi tse chipi tsena tsohle tse tletseng Maseru ena tsa Majapane

Likoloi tse chipi tsena tsohle tsa Majapane tse tletseng Maseru ena

Likoloi tse chipi tsa Majapane tsena tsohle tse tletseng Maseru ena

Likoloi tsohle tse tletseng Maseru ena tsena tsa Majapane tse chipi

Likoloi tsohle tsa Majapane tsena tse chipi tse tletseng Maseru ena

Likoloi tsohle tse tletseng Maseru ena tse chipi tsena tsa Majapane

Likoloi tsohle tsena tsa Majapane tse chipi tse tletseng Maseru ena

Likoloi tsohle tse chipi tsena tsa Majapane tse tletseng Maseru ena

Likoloi tsohle tse chipi tsena tse tletseng Maseru ena tsa Majapane

Likoloi tsohle tsena tse tletseng Maseru ena tse chipi tsa Majapane

Likoloi tsa Majapane tsohle tse chipi tsena tse tletseng Maseru ena
 Likoloi tse tletseng Maseru ena tse chipi tsena tsohle tsa Majapane
 Likoloi tse tletseng Maseru ena tsohle tse chipi tsa Majapane
 Likoloi tsohle tse chipi tse tletseng Maseru ena

35. *Borikhoebo bocha /ba borenteute /bo bosootho /bo benyang /bo aennoeng haholo*

Borikhoe bo bocha bo benyang ba borenteute bo bosootho bo aennoeng haholo
 Borikhoe bo bocha bo bosootho ba borenteute bo aennoeng haholo bo benyang
 Borikhoe bo bocha ba borenteute bo benyang bo bosootho bo aennoeng haholo
 Borikhoe bo bocha bo benyang bo bosootho ba borenteute bo aennoeng haholo
 Borikhoe bo bocha bo benyang bo aennoeng haholo ba borenteute bo bosootho
 Borikhoe bo bocha bo benyang bo aennoeng haholo bo bosootho ba borenteute
 Borikhoe ba borenteute bo bosootho bo benyang bo bocha bo aennoeng haholo
 Borikhoe ba borenteute bo benyang bo bosootho bo aennoeng haholo bo bocha
 Borikhoe ba borenteute bo bocha bo bosootho bo aennoeng haholo bo benyang
 Borikhoe ba borenteute bo bosootho bo benyang bo aennoeng haholo bo bocha
 Borikhoe ba borenteute bo aennoeng haholo bo bosootho bo benyang bo bocha
 Borikhoe ba borenteute bo bocha bo benyang bo bosootho bo aennoeng haholo
 Borikhoe ba borenteute bo bosootho bo bocha bo benyang bo aennoeng haholo
 Borikhoe bo bosootho ba borenteute bo aennoeng haholo bo bocha bo benyang
 Borikhoe bo bosootho bo bocha ba borenteute bo benyang bo aennoeng haholo
 Borikhoe bo bosootho bo benyang ba borenteute bo bocha bo aennoeng haholo
 Borikhoe bo bosootho ba borenteute bo bocha bo benyang bo aennoeng haholo
 Borikhoe bo bosootho bo bocha bo aennoeng haholo ba borenteute bo benyang
 Borikhoe bo bosootho ba borenteute bo aennoeng haholo bo benyang bo bocha
 Borikhoe bo bosootho bo benyang ba borenteute bo aennoeng haholo bo bocha
 Borikhoe bo benyang bo bocha bo bosootho bo aennoeng haholo ba borenteute
 Borikhoe bo benyang ba borenteute bo aennoeng haholo bo bosootho bo bocha
 Borikhoe bo benyang bo bocha ba borenteute bo bosootho bo aennoeng haholo

Borikhoe **bo aennoeng haholo bo bocha bo benyang ba borenteute bo bosootho**
 Borikhoe **bo aennoeng haholo bo bosootho bo benyang bo bocha ba borenteute**
 Borikhoe **bo aennoeng haholo ba borenteute bo benyang bo bocha bo bosootho**
 Borikhoe **bo aennoeng haholo bo benyang bo bocha ba borenteute bo bosootho**
 Borikhoe **bo aennoeng haholo bo bosootho bo bocha bo benyang ba borenteute**
 Borikhoe **bo aennoeng haholo bo benyang bo bosootho ba borenteute bo bocha**
 36. ...eonaeno /e phatšoa /e kapele /e hlotsang /eo ba e robileng ka

sehlooho

Eona eno e kapele e hlotsang e phatšoa eo ba e robileng ka sehloho
 Eona eno e kapele e phatšoa e hlotsang eo ba e robileng ka sehloho
 Eona eno e hlotsang eo ba e robileng ka sehloho e phatšoa e kapele
 Eona eno e hlotsang e phatšoa e kapele eo ba e robileng ka sehloho
 Eona eno e hlotsang e kapele e phatšoa eo ba e robileng ka sehloho
 Eona eno eo ba e robileng ka sehloho e kapele e hlotsang e phatšoa
 Eona eno eo ba e robileng ka sehloho e phatšoa e kapele e hlotsang
 Eona eno e kapele e phatšoa e hlotsang eo ba e robileng ka sehloho
 Eona eno e phatšoa eo ba e robileng ka sehlooho e kapele e hlotsang
 Eona e phatšoa eno e kapele e hlotsang eo ba e robileng ka sehloho
 Eona e phatšoa e kapele eno e hlotsang eo ba e robileng ka sehloho
 Eona e kapele eno e phatšoa eo ba e robileng ka sehloho e hlotsang
 Eona e kapele eno e phatšoa e hlotsang eo ba e robileng ka sehloho
 Eona e hlotsang eno e phatšoa e kapele eo ba e robileng ka sehloho
 Eona eno eo ba e robileng ka sehloho e hlotsang e kapele
 Eona e kapele e hlotsang eno eo ba e robileng ka sehloho

37. *Lebitso ...la ngoana /la Sesotho /le amohelang /la habo 'mae /le bitsoang ke batho bohle*

Lebitso le amohelang la ngoana la Sesotho la habo 'mae le bitsoang ke batho bohle
 Lebitso le amohelang la ngoana la Sesotho le bitsoang ke batho bohle la habo 'mae
 Lebitso la ngoana le amohelang la Sesotho la habo 'mae le bitsoang ke batho bohle
 Lebitso la ngoana le bitsoang ke batho bohle la habo 'mae le amohelang la Sesotho

Lebitso la ngoana la Sesotho la habo 'mae le amohelang le bitsoang ke batho bohle
 Lebitso la ngoana le bitsoang ke batho bohle le amohelang la habo 'mae la Sesotho
 Lebitso la ngoana la habo 'mae le amohelang la Sesotho le bitsoang ke batho bohle
 Lebitso la ngoana le amohelang la habo 'mae le bitsoang ke batho bohle la Sesotho
 Lebitso la ngoana le amohelang la habo 'mae la Sesotho le bitsoang ke batho bohle
 Lebitso la ngoana la habo 'mae la Sesotho le bitsoang ke batho bohle
 Lebitso la ngoana le amohelang la Sesotho le bitsoang ke batho bohle la habo 'mae
 Lebitso la Sesotho la ngoana le amohelang le bitsoang ke batho bohle la habo 'mae
 Lebitso la Sesotho la ngoana le amohelang la habo 'mae le bitsoang ke batho bohle
 Lebitso la Sesotho la ngoana la habo 'mae le amohelang le bitsoang ke batho bohle
 Lebitso la Sesotho le amohelang la ngoana la habo 'mae le bitsoang ke batho bohle
 Lebitso la Sesotho le bitsoang ke batho bohle la habo 'mae le amohelang la ngoana
 Lebitso le amohelang la Sesotho la ngoana la habo 'mae le bitsoang ke batho bohle
 Lebitso le amohelang le bitsoang ke batho bohle la ngoana la Sesotho la habo 'mae
 Lebitso le amohelang la ngoana la habo 'mae la Sesotho le bitsoang ke batho bohle
 Lebitso le amohelang la habo 'mae la ngoana la Sesotho le bitsoang ke batho bohle
 Lebitso le bitsoang ke batho bohle la ngoana la Sesotho la habo 'mae le amohelang
 Lebitso le bitsoang ke batho bohle la ngoana la Sesotho le amohelang la habo 'mae
 Lebitso la habo 'mae le bitsoang ke batho bohle le amohelang la Sesotho

38. *Litsuonyana ...tsa mahe /tsa Sekhooa /tse khoarahlana /tse letsatsi le leng /tse tla
 behela haholo*

Litsuonyana tsa mahe tsa Sekhooa tse khoarahlana tse letsatsi le leng tse tla behela
 haholo

Litsuonyana tsa mahe tse letsatsi le leng tse tla behela haholo tsa Sekhooa tse
 khoarahlana

Litsuonyana tsa mahe tse khoarahlana tse tla behela haholo tsa Sekhooa

Litsuonyana tsa mahe tsa Sekhooa tse khoarahlana tse letsatsi le leng tse tla behela
 haholo

Litsuonyana tsa mahe tse letsatsi le leng tsa Sekhooa tse khoarahlana tse tla behela
 haholo

Litsuonyana tsa mahe tse khoarahlana tsa Sekhooa tse letsatsi le leng tse tla behela haholo

Litsuonyana tsa mahe tse khoarahlana tse tla behela haholo tse letsatsi le leng

Litsuonyana tsa Sekhooa tse khoarahlana tse letsatsi le leng tsa mahe tse tla behela haholo

Litsuonyana tsa Sekhooa tsa mahe tse letsatsi le leng tse khoarahlana tse tla behela haholo

Litsuonyana tsa Sekhooa tse letsatsi le leng tse khoarahlana tsa mahe tse tla behela haholo

Litsuonyana tsa Sekhooa tse khoarahlana tsa mahe tse tla behela haholo tse letsatsi le leng

Litsuonyana tsa Sekhooa tse khoarahlana tsa mahe tse letsatsi le leng tse tla behela haholo

Litsuonyana tsa Sekhooa tsa mahe tse khoarahlana tse tla behela haholo tse letsatsi le leng

Litsuonyana tsa Sekhooa tsa mahe tse khoarahlana tse letsatsi le leng tse tla behela haholo

Litsuonyana tsa Sekhooa tse khoarahlana tse letsatsi le leng tse tla behela haholo tsa mahe

Litsuonyana tse khoarahlana tsa mahe tsa Sekhooa tse tla behela haholo tse letsatsi le leng

Litsuonyana tse khoarahlana tsa mahe tsa Sekhooa tse letsatsi le leng tse tla behela haholo

Litsuonyana tse khoarahlana tse letsatsi le leng tse tla behela haholo tsa mahe tsa Sekhooa

Litsuonyana tse khoarahlana tsa Sekhooa tsa mahe tse letsatsi le leng tse tla behela haholo

Litsuonyana tse khoarahlana tsa Sekhooa tse letsatsi le leng tsa mahe tse tla behela haholo Litsuonyana tse khoarahlana tse letsatsi le leng tsa mahe tsa Sekhooa tse tla behela haholo

Litsuonyana tse letsatsi le leng tse tla behela haholo tsa mahe tsa Sekhooa tse
khoarahlana

Litsuonyana tse letsatsi le leng tsa Sekhooa tse khoarahlana tsa mahe tse tla behela
haholo

Litsuonyana tse letsatsi le leng tsa Sekhooa tse tla behela haholo tsa mahe tse
khoarahlana

Litsuonyana tse letsatsi le leng tsa Sekhooa tsa mahe tse khoarahlana tse tla behela
haholo

Litsuonyana tse tla behela haholo tse khoarahlana tsa Sekhooa tsa mahe tse letsatsi le
leng

Litsuonyana tse tla behela haholo tsa mahe tsa Sekhooa tse khoarahlana tse letsatsi le
leng

Litsuonyana tsa mahe tse khoarahlana tse letsatsi le leng tse tla behela haholo

Litsuonyana tse tla behela haholo tsa mahe tse khoarahlana tsa Sekhooa

Litsuonyana tsa Sekhooa tse letsatsi le leng tse tla behela haholo

Litsuonyana tse khoarahlana tsa mahe tse tla behela haholo tse

39. *Senotlolo ...sa kamore /se senyane /sa mpone-ke-ile /se benyang /se neng se le
mona*

Senotlolo sa kamore sa mpone-ke-ile se benyang se senyane se neng se le mona

Senotlolo sa kamore se benyang se senyane sa mpone-ke-ile se neng se le mona

Senotlolo sa kamore sa mpone-ke-ile se senyane se benyang se neng se le mona

Senotlolo sa kamore se senyane sa mpone-ke-ile se benyang se neng se le mona

Senotlolo se senyane sa kamore se benyang sa mpone-ke-ile se neng se le mona

Senotlolo se senyane se benyang sa mpone-ke-ile sa kamore se neng se le mona

Senotlolo se senyane sa kamore sa mpone-ke-ile se benyang se neng se le mona

Senotlolo se senyane sa mpone-ke-ile sa kamore se benyang se neng se le mona

Senotlolo se senyane sa mpone-ke-ile se benyang sa kamore se neng se le mona

Senotlolo se senyane sa mpone-ke-ile se neng se le mona sa kamore se benyang

Senotlolo se senyane sa mpone-ke-ile se benyang se neng se le mona sa kamore
 Senotlolo sa mpone-ke-ile se senyane sa kamore se benyang se neng se le mona
 Senotlolo sa mpone-ke-ile sa kamore se senyane se benyang se neng se le mona
 Senotlolo sa mpone-ke-ile sa kamore se benyang se senyane se neng se le mona
 Senotlolo sa mpone-ke-ile se benyang se neng se le mona sa kamore se senyane
 Senotlolo sa mpone-ke-ile se neng se le mona sa kamore se benyang se senyane
 Senotlolo sa mpone-ke-ile se benyang se senyane sa kamore se neng se le mona
 Senotlolo sa mpone-ke-ile se senyane se benyang sa kamore se neng se le mona
 Senotlolo se benyang se senyane sa kamore sa mpone-ke-ile se neng se le mona
 Senotlolo se benyang se senyane sa mpone-ke-ile sa kamore se neng se le mona
 Senotlolo se neng se le mona se benyang sa mpone-ke-ile sa kamore se senyane
 Senotlolo se neng se le mona sa mpone-ke-ile se benyang se senyane sa kamore
 Senotlolo se neng se le mona sa kamore se senyane se benyang sa mpone-ke-ile
 Senotlolo se neng se le mona sa kamore se senyane sa mpone-ke-ile se benyang
 Senotlolo se neng se le mona sa kamore sa mpone-ke-ile se benyang se senyane
 Senotlolo se neng se le mona se senyane sa kamore se benyang sa mpone-ke-ile
 Senotlolo se neng se le mona sa kamore se benyang sa mpone-ke-ile se senyane
 Senotlolo se benyang sa mpone-ke-ile se neng se le mona sa kamore
 Senotlolo se benyang se neng se le mona sa mpone-ke-ile sa kamore
 Senotlolo se neng se le mona sa mpone-ke-ile sa kamore se senyane
 Senotlolo sa kamore se senyane sa mpone-ke-ile se neng se le mona
 Senotlolo sa kamore se neng se le mona

40. *Morianaona /o matla /oa seboko /o mosehlanyana /o botlolong e tala*

Moriana ona oa seboko o matla o mosehlanyana o botlolong e tala

Moriana ona o mosehlanyana o botlolong e tala o matla oa seboko

Moriana ona o botlolong e tala o matla oa seboko o mosehlanyana

Moriana ona oa seboko o mosehlanyana o botlolong e tala o matla

Moriana ona o mosehlanyana o botlolong e tala oa seboko o matla

Moriana **ona o botlolong e tala o mosehlanyana oa seboko o matla**

Moriana **ona o botlolong e tala oa seboko o mosehlanyana**

Moriana **ona o matla o mosehlanyana oa seboko o botlolong e tala**

Moriana **ona o matla o mosehlanyana o botlolong e tala oa seboko**

Moriana **ona o matla o mosehlanyana oa seboko o botlolong e tala**

Moriana **ona o matla o mosehlanyana o botlolong e tala oa seboko**

Moriana **o matla ona oa seboko o mosehlanyana o botlolong e tala**

Moriana **o matla oa seboko o mosehlanyana ona o botlolong e tala**

Moriana **o matla ona o mosehlanyana oa seboko o botlolong e tala**

Moriana **oa seboko o mosehlanyana ona o botlolong e tala o matla**

Moriana **oa seboko o mosehlanyana o botlolong e tala ona o matla**

Moriana **oa seboko ona o matla o mosehlanyana o botlolong e tala**

Moriana **o mosehlanyana ona o botlolong e tala oa seboko o matla**

Moriana **o botlolong e tala o matla ona oa seboko o mosehlanyana**

Moriana **o botlolong e tala ona o matla oa seboko o mosehlanyana**

Moriana **o botlolong e tala oa seboko o mosehlanyana ona o matla**

Moriana **o botlolong e tala o mosehlanyana oa seboko ona o matla**

Ona moriana **o matla oa seboko o mosehlanyana o botlolong e tala**

Moriana **o mosehlanyana oa seboko o botlolong e tala o matla**

Moriana **o botlolong e tala o mosehlanyana o matla**

Moriana **o matla o botlolong e tala**

Appendix 3: Questionnaire

- U kopuo a ho hlaloba lipolelo tse mashome a mane (40) tse fanoeng maqepheng a latelang.
- Ho na le mantsoe a fanoeng ao u lokelang ho hlophisa ho etsa lipolelo tse joaloka ha re bua.
- U ka fetola tatellano ea ona ka litsela tse fapaneng ho etsa lipolelo tse fapaneng.
- Bolela mabaka ao u nahanang hore ke ona a bonahalang a susumetsa tatellano tse itseng.

Tlhokomeliso:

Batho ba ka arolelana maikutlo le ho fumana ho basebelisi ba bang ba puo, seo ba nahanang hore ke mabaka a susumetsang tatellano e itseng kapa a etsang hore tatellano e itseng e be ha e amohelehe.

Two Qualificatives

1. Nthoea mantlha/... eo ba lokelang ho e ela hloko

2. Phanoe tsoileng matsoho/... ea litšebeliso

3. Lisebelisoatse ling/.....tsa sepolesa sa Lesotho...

4. ...ke e 'ngoe ea liqholotsotse ngata/..... tse bonahalang...

5. Sellose seholo /...sa mafapha ana...

6. Boholoba bana /...ba kenang sekolo moo

7. Tabaeno /.....ea bona eona ...

8. Qholotsoe kholo /.....eo ba tobanang le eona

9. E mongoa litichere /.....ea buileng

10. Liqholotsotse ngata /...tseo re thulanang le tsona

Three qualificatives

1. ...lebitsolesele /...leo a sa le rateng /... la habo 'mae.

2. ...a phete tsohletsa bosiu /...tseo a li boneng...

3. Lipetleletsa rona /... tsa likereke /...tse fapaneng...

4. ...nthotsena /...tsa hau /...tseo u li sihileng mona...

5. Mosebetsiona /...o motle ...oo le ntseng le tsoela pele ho o etsa

6. Poresitenteena /...ea mehleng /...ea Nigeria e ...

7. Bathobohle /...bana /...bao le ba boneng mona, ...

8. ...ngoana oa ngoan'esoenoa /...ea hlahlamang /...ea ntlahlamang

9. Sefatese seng /...sa mohlolo /...seo e neng e le sona to! lefatšeng

10.... litholoanatsena /...tsa sona /...tseo a neng a sa li je le ho li ja.

Four Qualificatives

1. ...le litlelasetse mona /...tse ngata /...tsa maoane
/...tse latellanang.

2. Sefatese seng /...sa mohlolo /...se tsietsang kelello ea motho
/...se hlolang ruri

3. Literekengtsena /...tsohle /...tse leshome .../tsa
Lesotho

4. Bathoba baholo /...ba ha Ralejoe /...ba kholangba
banna

5. Lebeso..... leno /...le lengata /...le bolila ...le tsoang
junifesithi

6. Raporotoela /...ea Phumaphe /...ea lefu la Mahao.../ e
phehiloeng

7. Ke lintholife /...tse hlano /...tsa bohlokoa/... tseo u
ithutleng tsona...

8. Ke ngoanaoa mang /...eo /...ea sa tšabeng batho /...ea
binang ha ho buuo le eena?

9. ... enoea ha Moitsupeli /... e tšoeu /...ea sekoro-koro

10. ...lipompongtse kholo /...tse monate /...tsa lichokoletse
/...tse phuthetsoeng ka makhethe

Five Qualificatives

1. ...manyofo-nyofaa mangata/...ana /...a sa feleng /...a motse ona
/...a bakileng lipolaeano.

2. ...a likolotsa mathomo /...tsa likereke /...tse sa ngolisoang
/...tsa setereke sa Leribe....

3. Le tlise bukae le 'ngoe /...ea Sesotho /...e monate /...ea tsoantšiso
/...eo le e balang

4. Likoloitsohle /...tsena /...tse chipi /...tsa Majapane /...tse
tletseng Maseru ena...

5. ...borikhoiebo bocha /...ba borenteute /...bo bosootho /...bo benyang
/...bo aennoeng haholo.

6. Khomo ea ka ke eonaeno /...e phatšoa /...e kapele /...e hlotsang
/...eo ba e robileng ka sehlooho.

7. ...lebitsola ngoana /...la Sesotho /...le amohelehang /...la
habo 'mae /...le bitsoang ke batho bohle

8. ...litsuonyanatsa mahe /...tsa Sekhooa /...tse khoarahlana /...tse
letsatsi le leng /...tse tla behela haholo.

9. Senotlolosa kamore /...se senyane /...sa mpone-ke-ile /...se
benyang /...se neng se le mona

10. ...moriaanaona /...o matla /...oa seboko /...o mosehlanyana /o
botlolong e tala

Appendix 4: Ethical Clearance Certificate



DEPARTMENT OF AFRICAN LANGUAGE RESEARCH ETHICS REVIEW COMMITTEE

Date: 24 November 2016

Ref #: [2016_DALERC_015]
Name of applicant Thetso Madira
Leoniah
Student #: 55769365

Dear Mrs Thetso Madira Leoniah,

Decision: Ethics Approval

Name: Mrs Thetso Madira Leoniah, thetsomadira@ymail.com, +266 5804 4502

Supervisor: Prof ML Mojapelo 012 429 8038

Co-supervisor: Prof DE Mutasa 012 429 8248

Proposal: The Distribution and Interpretation of the Qualitative in Sesotho

Qualification: DLitt et Phil

Thank you for the application for research ethics clearance by the *Department of African Language Research Ethics Review Committee* for the above mentioned research. Final approval is granted for 2015-2017.

For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Department of African Language Research Ethics Review Committee on 14 November 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Department of African Languages Ethics Review Committee. An amended application could be requested if there are substantial



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changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

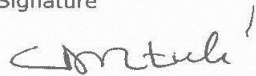
- 3) *The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*

Note:

The reference number [2016_DALRERC_015] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the DALRERC.

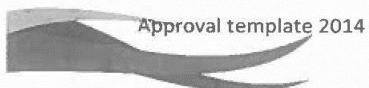
Kind regards,

Signature



Prof C D Ntuli (chairperson)

012 429 8273



Approval template 2014

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